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ABSTRACT

Although newer views about the constructivist basis of knowledge and more reflective models of practices have been introduced in most teacher-training programs, this has not been the case for many administration-preparation programs. A result is a growing gap between the knowledge and skills required of new teachers and the knowledge and performance categories used by school administrators to evaluate teacher performance and understand teachers' assessment of students. This paper describes a project that sought to teach educational administrators how to experience knowledge construction first-hand through writing and reflecting on stories of administrative practice. Specifically, the project helped participants to: (1) demonstrate the power of personal biography and history in understanding leadership and evaluation; (2) delineate, by sharing stories and case studies, the multiple perspectives that children and adults bring to school; and (3) examine how a knowledge-construction approach affects how teachers are evaluated and how students are assessed. The program encouraged the development of more authentic assessment and evaluation systems built around better understanding of knowledge-construction and reflective practice. Data from interviews with 10 administrators--2 from higher education, 6 from public schools, and 2 from state agencies--were used to create narratives of practice. The data indicate that leadership is better understood as a complex set of characteristics and motivations embedded in practice rather than as a simple recipe to follow, and that leadership is both a linear and nonlinear construct. The following themes emerged from the narratives: the administrators made choices to do something positive; identified a core set of values and beliefs by which to operate; and recognized the importance of organizational culture. Two of the narratives raise issues pertaining to standards-based education. Text from the 10 narratives is included. Appendices contain background information about the project participants and a sample permission statement. (Contains 37 references.) (LMI)

EDUCATIONAL LEADERSHIP: STORIES OF ADMINISTRATIVE PRACTICE WITH IMPLICATIONS FOR A STANDARDS-BASED EDUCATION SYSTEM

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A Final Report Submitted to the

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Table of Contents

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ABSTRACT

Goals of the Project

The goals of the grant were for novice and experienced school administrators to experience knowledge construction first hand, by writing and reflecting on stories of administrative practice. There were three specific goals:

Goal #1 - For participants to demonstrate the power of personal biography and history to understanding leadership and evaluation.

Goal #2 - For participants to delineate multiple perspectives children and adults bring to school by sharing stories and cases of practice.

Goal #3 - For participants to examine how a knowledge construction approach changes how teachers are evaluated and students are assessed, as well as other evaluative roles of leadership.

People Involved in the Project

In addition to the administrators who shared their stories and reflections, faculty and graduate students in the school of education participated in the project. Three education faculty at CSU met regularly to discuss the importance of stories and cases to bridging the gap between theory and practice They explored the importance of stories and cases to administrative practice. Students in graduate programs also participated in the project assisting with interviews, and by reading and listening to stories of practice. Their comments and interpretations were audiotaped for more careful consideration in the future.

Project Activities

To discuss the project and to get input from schools, I met with school administrators and planners from the Northern Colorado BOCES, and at the principals' meeting for Thompson Valley School District and Poudre School District. I also met with the Northern Colorado Superintendents' Council and the Colorado Association of Professors of School Administration (CAPSA). We also did a general mailing concerning the project and soliciting input on stories of practice to school principals, administrators, and staff development experts in the Northern Colorado Region and around the state. I also sent articles and materials on cases and stories to administrators who were interested pursuing the

project on their own but could not participate in our project this year. Finally, I worked extensively with Judy Shulman, from WestEd (formerly the Far West Lab for Educational Research) concerning methods for writing stories and using them to more carefully reflect on practice.

We found that working individually with administrators was more practical than a group workshop. While there are advantages to a workshop setting, we found that time schedules of school administrators, particularly at the end of the school year, mitigated against participation in a workshop. However, administrators were more than willing to participate on an one-to-one basis. In all, we interviewed and wrote stories of practice with ten administrators, six from the public schools, two from higher education, and two from state agencies.

Discoveries of Interest to Higher Education at Large

In general the learning that came out of the project address the relationship between theory and practice. Experienced administrators talked about what it is that experts do better than beginners, how experts attend to problems, and how practitioners connect problems to values. Stories presented an opportunity to share the more tacit knowledge associated with performances on the job and deeper levels of understanding related to expert practice.

Discoveries Germane to the Study of Educational Leadership and to the Ph.D. Program in Vocational Education with Specialization in Administration at Colorado State University

There were many discoveries concerning leadership and leadership development which came out of the stories of practice. Leadership is better understood as a complex set of characteristics and motivations embedded in practice rather than simply a recipe to follow. At early stages of their careers, leaders mentioned the importance of being mentored and following "rules of thumb". The ultimate goal, however, is to master deeper principles and levels of understanding about self and others. Some of the insights that came out of the stories included:

- People become leaders because they make choices (usually difficult at the time) to do something positive in their lives.
- None of the story tellers identified themselves as child prodigies; all were surprised at their success.
- Leaders identified a core set of values and beliefs by which they operate, which can include caring, empathy, and humanism.
- Leaders talked about the importance of the culture of the organization, of constantly questioning the status quo, and working effectively with political leaders at all levels.
- Leadership appears as both a linear construct, in orderly sequence and solutions and as a nonlinear construct, in establishing organizational identify, influence and perceptions.

Discoveries to Assist Administrators Making the Transition to a Standards-Based Education

One of the stories presented a strong proponent of standards-based education. The believed standards-based education will help children, teachers and parents be more accountable for education. Standards define what it is that students should know and be able to do. She believes that at some point students will take school work more seriously because instead of the teacher being responsible for students' learning, the students will be accountable for their own learning. She sees it as a team effort—students, teachers and parents all contributing to the child's education.

Another story focused on some of the fears and challenges for teachers, parents, students, and the organization. For teachers, a major challenge was how to balance an education which builds resiliency in children with the fear that standards-based education will hold them accountable for things out of their control. If fear reigns, then teachers will become more entrenched in textbook, lecture, testing, instead of opening up their teaching. Similarly, parents of struggling students may become fearful that standards-based education will put additional stress on a child already having trouble in school. As academics is seen as more useful and applied, it will reduce anxieties. For students, the fear is that they won't be able to make the grade or get into college. For administrators, particularly those who have faced many challenges early on in their lives, there is concern for disenfranchised populations and whether more children will struggle instead of fewer, whether drop-out rate will increase or decline. The challenge is "*to help the 37,000 general education teachers see that this helps kids reach high standards and it's not something different or separate. So that's my challenge.*"

The issue of how standards-based education defines expectations was also raised in the stories. One administrator concluded with the hope that that standards-based education will raise expectations of all — teachers, students, and parents — as people expect more of themselves.

Ultimately, the project hoped to build capacity by providing opportunity for school administrators and education leaders to participate in knowledge construction activities and to see the relationship of stories to evaluation, assessment, and accountability. Stories and cases were written to consider the extent to which participants distinguish between expert from non-expert performance, how experts excel and in which domains, how they perceive meaningful patterns, how fast they are, how deeply or at what principled level they move into problems, how they organize time to solve problems, and self-monitoring skills. The stories provide evidence of some the key issues related to leadership and biography, schooling, and standards-based education.

EDUCATIONAL LEADERSHIP: STORIES OF ADMINISTRATIVE PRACTICE WITH IMPLICATIONS FOR A STANDARDS-BASED EDUCATION SYSTEM

INTRODUCTION

Schools are dynamic institutions. Whether they're improving or declining depends on many factors related to the students, teachers, and administrators. This project focuses on the third area, school administrators. While newer views about the constructivist basis of knowledge and more reflective models of practice are being introduced in most teacher training programs, this has been less the case in administrative preparation programs. And although new licensing standards for school principals and administrators require that newer approaches be built into training programs, most practicing administrators were trained as teachers with traditional models of practice and assessment. One major consequence is a gap between the knowledge and skills required of new teachers and the knowledge and performance categories used by school administrators to value teacher's classrooms, evaluate teacher performances, and understand how teachers should assess their students.

The goal of this project was to narrow the gap —by having educational administrators experience knowledge construction first hand, by writing and reflecting on stories of administrative practice. Specifically, there were three objectives of the project: (1) For participants to demonstrate the power of personal biography and history to understanding leadership and evaluation; (2) For participants to delineate multiple perspectives children and adults bring to school by sharing stories and cases of practice; (3) For participants to examine how a knowledge construction approach impacts or affects how teachers are evaluated and students are assessed, as well as other evaluative roles of leadership; Additionally, it was hoped that the project encourage the development of more authentic assessment and evaluation systems built around better understanding of knowledge construction and reflective practice. Finally, we hoped to connect the formal study of administrative practice with tacit understanding and knowledge that comes from writing stories.

REVIEW OF LITERATURE

One of the common complaints about university programs is a disregard for the realities of the workplace. Graduates remember their training with some fondness, but often say it is not particularly relevant to the work they perform. Programs which fail to take account of real world settings risk being seen as irrelevant. In the extreme, such training could even be seen as counter productive to successful practice of on the job. For example, the educational leader's world is different than the university classroom. While students in university classrooms are largely subordinate, those in leadership positions are superordinate and must make

decisions which inform others. While university curricula prescribe a careful deliberation and weighing of evidence, real school settings demand immediate response to emergencies, small and large, with little time for deliberation. While the university places most value on the written form, practice demands face-to-face interactions and immediate solutions to problems (Murphy , 1990; Milstein, 1990).

Suggestions for a more reflective practitioner point to the importance of blending theory and practice. Professional schools must not only prepare novices to enter a field or workplace, but also must insure that the beginner will learn from experience (and mistakes) on the way to achieving expert status. Novices often feel clumsy, unsure of themselves, and need help in how to think about problems of practice, and how to activate prior knowledge. One strategy being proposed is to develop training in cooperation with the workplace (e.g., school and district) based on joint identification of problems and approaches (Conway & Jacobson, 1990; Murphy, 1990; Hallinger, Leithwood, & Murphy, 1993; Thomson, 1993; Leithwood & Steinbach, 1993; 1995). A related strategy is to focus on the cognitive strategies used by experts. In the educational leadership area, this research has attempted to makes explicit the thinking and problem-solving skills of school leaders (Hallinger, Leithwood, & Murphy, 1993; Leithwood & Steinbach, 1993; 1995).

The goal of this section is to explore the use of stories to enhance the reflective practice of prospective school leaders. The professional literature points to the need for training programs to bridge the gap between theory and practice by drawing from communities of practitioners. However, practice does not necessarily mean expert practice; nor does experience guarantee that one has learned from it. Stories allows practice to be more carefully scrutinized.

What Do Experts Do Better than Beginners?

Experts do not face simple isolated problems, but dynamic situations involving complex, and interwoven problems (Schön, 1991). Expertise develops as the result of "reflective skills," the ability to think more deeply about a problem, and to take action or make adjustments accordingly. Reflective practice implies not only that one has had experience, but that one has learned from it.

Experts are people with content-specific knowledge (Shulman, 1986; Bransford, 1993). The expert masters not only a knowledge base but understands the circumstances in which it is applied. This expertise cannot simply be told, because it relates to complex performances rather than discrete pieces of information. As a result, one has to be in the performance arena and be doing something in order to gain the wisdom of practice.

Likewise, leadership is not easily reduced to a set of principles about "what works" or recipes to follow. Leadership is a complex art which combines abstract human thought, study, and practice; it is not as simple as mastering a handful of principles with near universal generality. Practice and experience are basic to the development of expertise. If university programs are to prepare people to perform their duties better than they have in the past, formal education will have to be expanded to include the experiences that have traditionally been available only on the job (Gardner, 1989; Ohde & Murphy, 1993).

Experts attend to problems. Experts deal with ambiguous conditions. The concept of *swampy* problems (Wagner, 1993) suggests that many problems are:

- ill defined;
- formulated by one self;
- require additional information;
- have no single correct solution;
- involve multiple methods for obtaining multiple solutions;
- involve everyday experience as useful.

Experts apply tacit knowledge, a practical know-how that guides how problems are managed on an everyday basis.

Expertise is related to decision making processes. Experts adjust and modify their explanatory models as they come into contact with new and discrepant experiences. Glidewell (1993) points to several factors related to how CEOs change their minds: *celerity factors* (speed or haste of the proposed change), *background factors* (size, nature, competitiveness of organization) and *personal factors* (age, previously held beliefs, pragmatism, mood of the leader; resources at issue). The CEOs in the study organize or *compartmentalize* prior experience. The pressure for explanation leads to a basic change in conceptual framework and a modified mental model of what is going on and what needs to be done.

How do experts acquire their knowledge and skills that underlie problem solving? Drawing from Anderson (1990), Yekovich (1993) suggests that the acquisition of cognitive skill occurs in roughly three stages: In the *declarative stage,* an individual learns concepts and facts about the domain, and stores that information in memory as declarative knowledge. The declarative knowledge base is a very loosely and sparsely connected set of information; as more domain-related information is acquired, expertise is gained,. The *associative stage* is characterized by two noticeable changes in the knowledge state of the individual. There is growth in declarative knowledge and more importantly, organization and interconnectedness of knowledge changes to a more expert form. Continued development of the knowledge base allows one to associate facts and concepts with actions or operations in the domain. Associating facts with action is the beginning of domain-specific procedural or how-to knowledge. This allows for faster and more efficient processing of large chunks of domain specific declarative (know about) knowledge. The *autonomous stage* is a fine tuning stage, increasing the elaboratedness and interconnectedness of the network. Fine tuning refers to generalization and discrimination to allow for an appropriate degree of generality or specificity; algorithms become more automatic (hence the autonomy). This happens without awareness, and uses few or no cognitive resources (Yekovich, 1993, pp. 151-153).

Allison and Allison (1993) look at differences in the problem solving strategies of novices and experts by comparing teachers acting in administrative roles, first year administrators, and veteran administrators. They report that direct experience in the role, even for a short period of time, appeared to enable subjects who pursued more abstract goals to provide increased attention to the details of the presented problems. Experience people are seen as further advanced concerning which details need attention. However, while the teachers handled many of the tasks well, as did the slightly more experienced first year administrators, some of the

veteran administrators did less well on the problems presented to them. Allison and Allison (1993) caution that experience does not necessarily mean best practice.

Experts understand the relationship of problems to value systems. Problems and problem solving strategies are related to personal attitudes and beliefs. Organizations, especially schools, require people to work with others who have different life experiences. Serving a diverse population of students and parents, or collaborating with professionals from outside the organization, requires leaders to cross boundaries into the lives of other people. Value system shapes the conception of administrative problems as well as actions. Personal value systems influence the *selection* of the specific problems, the *interpretation* of selected problems, and the *solution* processes formulated consciously or subconsciously. Recent work on organizational culture looks at how leaders *frame* problems that is, how they find the problems to which they attend (Bolman and Deal 1991; 1994),. Studies which focus on problem solving alone miss the complex and shifting human dynamics that are part of defining a problem. The capacity to look at the same events from multiple perspectives is a characteristic of expert leadership.

Personal values are sometimes seen in the discrepancy between what leaders say and what they do. Raun and Leithwood (1993) explain this as a discrepancy between "espoused theories" and "theories in use." While the CEOs in their study espoused basic human values and general moral values, when it came to practical applications, pragmatism and duty (instrumental values) emerge as more influential. They argue that administrators adopt a pragmatic perspective grounded in professional values, rather than relying on the more general moral values. While basic human and general moral values are important in response to context-free questions, there is a high degree of emphasis on professional and social/political values when CEOs address solving problems in the workplace. The domain of values deserves more explicit attention in preparation and training of educational leaders.

How to Understand What Others Do: A Rationale for Writing Stories of Practice

The are multiple goals and outcomes from collecting and writing stories on administrative practice. Too often, education leaders have little time or energy to attend to the smaller dramas that shape people's lives. Yet these smaller stories, the lived experiences, provide the basis for understanding how people think and act. A prerequisite for seeing the value of others' perspectives, is an awareness of self. University programs for school leaders must therefore provide an opportunity to inquire more deeply into oneself, and oneself engaged in action with others (Bennis, 1989; Terry, 1993).

Stories and cases enhance understanding and growth in professional practice (Barone, 1990; 1992; Baum, 1991; Greenwood, 1991; Clandinin and Connelly, 1991; Schön, 1991; Carter, 1993; Richardson, 1994; Leithwood and Steinbach, 1995). Issues related to school culture, personal relations, values and beliefs, rituals and myths, take on more meaning as they are presented in stories of practice. These issues are sometimes overlooked or ignored in the rush of daily experience and in the recitation of abstract principles. They allow beginners to consider and inspect the informal or tacit systems which exist side-by-side with the formal manifest systems operating in schools and organizations. Novices would gain from richer descriptions of the

processes by which classify ambiguous and large amounts of information. How do leaders view and subsequently act upon problems that contain only partial information, judgments, and conflicting expectations by the individuals and organizations involved?

Stories provided an opportunity for practicing administrators to share their experiences. Many people enjoy sharing personal and professional experiences, particularly with someone who is less experienced. Beginners have the opportunity to develop new relationships and find new empathies in old relationships.

Stories emphasize the value of both theory and practice, experience and reflection. They increase the likelihood of being successful in teaching practitioner based skills. Research suggests that novices welcome the challenge of confronting real school issues (Short & Rinehart ,1993; Hart, 1993). Stories provide one format to allow students to move from the superficial to deeper issues embedded in practice; shared exploration of stories assists building of communities of learners whose members learn from one another. Story creation and discussion have multiplier effects in which people talk through issues in the cases long after the formal presentation is completed. Further, stories lead to new understandings of how expertise is gained in the real world by linking the study of educational leadership to professional practice communities. Richardson (1994) contrasts the goals of traditional research and narrative approaches. In traditional studies, the researcher draws inferences from a study and expects the practitioner to apply it. The practitioner is required to draw inferences from a research study but modifies those inferences based on his or her domain of application. On the other hand, in a narrative, the practitioner draws inferences based on his or her own experiences and applies them in context.

Situating learning in the stories of administrative practice is likely to make the new knowledge more meaningful and usable (Hallinger, Leithwood, & Murphy, 1993; Leithwood and Steinbach, 1995). The importance of prior knowledge also changes. Prior knowledge is part of the weighing that goes on in problem solving activity rather than the sole determiner of its course of action. Prior knowledge may determine more how leaders think about a problem or situation than how they come up with a solution. If as others have argued, expertise is a function of the complexity of the network of relationships among existing knowledge structures and the ability to control the process of flexibly bringing it to bear in new situations with variations, then stories may provide a more meaningful way to access knowledge and apply it.

Leaders acquire many skills as they move from novice to expert. Among many other things, expert leaders recognize the perspectives of others, accommodate how others learn and grow, understanding how hierarchy filters information, anticipate problems, prioritize relevant detail, and are comfortable with ambiguity. Reflection and self-evaluation are habits of the mind which allow one to learn from experience. Knowledge acquired through a combination of theory and practice promotes the externalizing of expert processes that are normally performed internally.

What the Story Offers over Traditional Approaches to Understanding Practice

The story is a model for examining the underlying experiences of the story teller, and the filters through which one views professional practice. Reflecting on the story of practice leads to greater understanding of professional motives and workplace practices.

Schön (1991) provides examples of practices in classrooms and schools, city planning departments, university departments, non-profit health organizations, worker cooperatives, and in the research environment itself. Each story yields new insights on the part of story writer concerning professional practice. He proposes that there are different types of stories of practice. Stories may be *manifest stories* as they present a point and try to explain how something operates. Some stories are *meta-stories*, in that they raise basic concepts or viewpoints of how to consider experience from a "self-story" perspective. Many stories contain causal explanations. These stories have an inherent drama which builds toward causal explanations of behaviors and end with an illumination that would otherwise remain mysterious. *Underlying stories* look at some of the interpersonal and relationships within the stories. The reader gets to see some of the "hidden parts of the iceberg", in the ways people participate in organizations to perform tasks and to grow personally. The goal of all stories is to connect the explicit, formal, symbolic presentations of knowledge and the practical know-how found in individuals' effective actions. This connects the privileged discourse of universities with the smart hands of experience. Effective education and training of leaders moves back and forth between the two (Schön, 1991, pp. 342-345).

Storytelling is a fundamental means of personal and social growth (Clandinin and Connelly, 1991). Seeing and describing stories in the everyday actions of others, teachers, students, administrators is an educational experience. Stories allow one to look at the experiential "whole" not component parts. By doubting, then deliberating, and reflecting upon its meanings, theory and practice are brought closer together. Clandinin and Connelly (1991) use the story of a school principal and the importance of his image of school as a community to understand his administrative actions. In the story, school is presented as a *personal community* in the sense that it is a place where bonds are personal. The listener (in this case the reader) gets to see the importance of a personal image of community in his work. When the principal persuades the teachers to cancel a planned school celebration and re-schedule it as part of a larger community festival, the authors suggest that one could interpret this to be the actions of a community spirited principal or those of an authoritarian principal. Both stories (community-oriented and administrative hegemony) are true. How does one put together one's own interpretation of a story with the stories as told by others? The hoped for recognition is that there is perhaps more than one true story of practice.

Stories tell us about life as seen from the inside (Mattingly, 1991). They draw and evoke empathetic identification among listeners. There is a strongly held moralizing effect of stories with the plot of the story, a moral plot that provides meaning to particular events. The moral of the story is its moral argument. Analyzing stories allows a moral investigation of the practical consequences of beliefs and theories that are otherwise decontextualized abstractions. A related benefit of stories is that they illustrate the "practical

theories," the deeply held images and moral principles that guide actions. Storytelling is a natural way we represent experiences to ourselves; it is also a natural way of learning from experience which can be used self-consciously, as a learning tool. Even when people can't tell you what they did or why, they may be able to give voice with stories. If leaders are more aware of the beliefs and assumptions underlying their actions, they are more likely to recognize when their beliefs are unfounded or when their theories lead to consequences they did not want or could not explicitly espouse.

The story, as a form of discourse, shapes the content of what it narrates (Schön, 1991). Written reports are usually formal. They examine issues in isolation from behind-the-scenes events, and though the sense of coherence is greater in a formal report, it is devoid of context. People are absent. Narrative accounts (stories) focus on people in context; how people actually do things and the changes that result. Motives and intentions of actors are an important part of the story.

Hirschhorn (1991) suggests that good stories:

- are thematically linked;
- are coherent and contradictions resolved by the end;
- are plausible, not vague, cooked up, but attached to commonly held belief;
- lead to some genuine new learning which apparently links contradictory phenomena.

Stories enable professionals to learn about the importance of their own stories and the basically interpretive nature of their work. This empowers teacher leaders and administrators to see how the personal and professional are connected in stories of practice that are shared. It allows them to examine the "schooling experience" of children, other teachers, administrators, and parents and helps them to treat school phenomenologically, as a meaningful experience in the life of another person. By telling and listening to stories, practitioners are able to access the value beliefs of their profession.

Stories also require interpretation and there are dangers in taking stories too seriously. It sometimes takes a little savvy to understand what is "going on" when listening to locker room stories of sexual exploits. The storyteller is invariably answering questions such as who is responsible and who is to blame. Stories are often passionate and appear "unprofessional." Yet, they reveal that decisions are often made from personal experience or intuition rather than level headed technique and theory driven expertise. Technical expertise can be a way to hide the human dimension of stories (Baum, 1991). Narratives push professionals to become inquirers, researchers of their own practices.

Limits on the willingness to share one's story of practice. How willing are professionals to share stories of their work with others, in written form? It may depend on their organizational culture. Mattingly (1991) cites the World Bank as an organization in which work is carefully scrutinized by a distanced bureaucratic authority, and results in less sharing of information . Stories are kept from being told for fear of revealing one's own values, especially when personal values are in conflict with the espoused stance of the organization. Personal motivations are seen as irrelevant to superiors who are interested in results (and a more limited scope to things). The bureaucratic ethos of hard data and efficient use of resources, prevents some

stories from being told and promotes other stories being falsely told. Organizational culture can restrict remembrance especially when remembering could endanger people.

Richness of descriptions. The story allows one to listen to the inner thinking and dialogue of the practitioner. In part, the listener hears the *reflection-on-action* (Schön, 1991) of a practicing administrator. The story is, by definition, a reconstruction of events which have already happened. As such, there is a reduction of complexity by the story teller. However, one is presented with a vocabulary and concepts, embedded in the story of practice, that later have to do with broader issues such as discipline, due process, safety, administrative decision making, etc.

Part of the learning asks about the extent to which the story captures not only the knowledge but the beliefs of the story teller. A story might begin with discussion of one's history or roots. This begins an exploration of the importance of values to administrative decision making, and differences between the practitioner's professional values and personal values (teamwork, honesty, and integrity). The personal characteristics and values that growing up and living in a small community, the importance of team participation and teamwork, become part of the administrative story of experience.

Recognizing complexity of personal and practical knowledge. The story helps the reader become more aware of his/her own experiences and more critical of underlying theories which inform this understanding of the world. The goal is to look at alternative interpretations of the events, and what goes into crafting believable interpretations. In so doing, one's own standards, the credibility or believability of one explanation or its alternatives, comes to the surface. Rigor in the study of practice is to come up with or generate, compare, and discriminate among multiple representations of phenomena. The reflective person comes up with alternate causal stories and sees how well they can be refuted. This leads to a somewhat paradoxical stance: All stories are someone's constructions. Yet the story writer must strive to test these constructions by bringing to the surface and discriminating among alternate accounts.

STORIES OF PRACTICE

Story A - The Story of an Alternative High School Principal

The following story is the story of a school administrator who assumes the leadership of an alternative high school. His assignment is to "fix it" or "shut it down." He entered the position after ten years as a central office administrator. The account that follows is his story.

The Beginning...

First of all, let's get this straight—I never wanted to be a principal. Never. Not in my entire life. I wanted to teach. I started teaching in 1966 in a boys' reform school in St. Charles, Illinois. Then, I moved to an inner city high school in Chicago and then I moved back to St. Charles to teach fourth through sixth grade. I was in the lunch room one day, on duty, my third year in this elementary school, and a kid had a knife. I took the knife away, and threw the kid over a table and broke his arm. So I took the knife to the principal's office and stabbed in his desk and said, "this is no way to teach...I'm outta here...you'll have my resignation tonight." I went home and told my wife what I did, and she said, "You fool! You quit your job!" So I opened up a map of the United States and I looked. I decided that the East was too crowded, and the North was too cold, and the South was too prejudiced, and the West was going to fall into the ocean, so I pointed to Colorado, and my thumb landed right where we're at today. I came looking for a job in the spring of 1969. I walked into the old Lincoln Junior High...found out that the teacher who was doing exactly what I'd been doing was retiring, and I walked out with a contract that day.

I taught at Lincoln for a couple of years, and really had a hard time with the adjustment from Chicago to Colorado. People would ask me, "why don't you go back where you came from?" My principal here even called my principal in Chicago and asked him if I was a radical. The answer was no, but it turns out I was the most radical person in the area. I guess what was normal in Chicago was really far out here. Anyway, I later applied to teach at a new school that was supposed to be risk-taking in trying new, innovative things. I became a department chair in that group, and wound up being a key player in opening up the new Boltz Junior High in 1973. We had a principal who chose good people, but he had no idea of management whatsoever, so we had kids throwing water balloons at the superintendent, riding bicycles in the hallways, that sort of thing... It was pretty wild, but you know, if you traced the careers of the people who worked in that building, they are in leadership roles all over this city today.

I enrolled in a Ph.D. program and when I came back, I had pretty well established myself as a major radical. I remember coming back, and I had to make a presentation to the social studies department and director, and I bought myself a leisure suit. The superintendent was there, and the next year he offered me a part time position as the K-12 Social Studies Curriculum Specialist. I guess

he was afraid to give it to me all at once. He was afraid that I'd turn the entire administration into a radical hotbed of defiance. So he gave me a third of the job, then the next year I got half the job, and finally the third year I got the whole thing. From 1980-1990 I was in K-12 social studies. Just about every program we have in the district from kindergarten through twelfth grade, I had a hand in writing. My leadership style was nurtured there and I really learned how to lead without power. The curriculum division never had power, and I guess now that makes me unique as a principal, because we had to learn to nurture, to encourage, to be a catalyst and then step back and let the people who were in charge of implementing take credit for the work. That was a way of life. I learned an awful lot of negotiation skills. I believe I've empowered staff and students to carry out changes, and I've done that in several ways.

In 1990, I was ready to make a shift to something else...I fashioned myself as the Assistant Superintendent of Curriculum and Instruction. I applied for the job, and my colleague got it. So I applied in five different places around the United States, and I came up second in every case. Therefore, the last time I interviewed, I said, "O.K., so what is it? Is it my credentials? Is it my presentation? Are you looking for something else? What is it?" All he said to me was, "You haven't sat in the chair...if you want to be a superintendent, you have to sit in the chair and be a building principal." And I said, "Well, that's nonsense." So I'm back in my office plotting my next series of applications and my boss came to me and said, " the principal of the alternative high school has been moved to another school, and this would be a good thing to put on your resume—it's only a one year position." I went home thinking, I don't want to be a principal. You know, I've sabotaged principals. I've been defiant of principals. I've caused problems for principals and I've taught my own kids how to undermine the system. I don't want to be a principal!

Later my boss said to me, "You know, you have all of these innovative ideas. For one year you could just try them out." And at three o'clock in the morning I woke up and thought—that's a grand idea. I could do that for a year.

The Transition. . .

When I entered the high school in the fall of 1990, my job was either to fix it up or shut it down. That was very intimidating, for the entire staff. Quite frankly, the program wasn't doing very well. We had a forty-four percent dropout rate, we had a seventy percent attendance rate, we had 150 failures, kids were doing seat time, and I couldn't tell if we were a clinic or a school. The first day, someone was walking by my door saying "I'm outta control, I'm outta control, I'm outta control" and that was the guidance counselor!

I started by taking every staff member out to breakfast or lunch and sat down with them and had them tell me what their strengths were, what the strengths of the school were, what was it that we were doing here, what they saw my role to be and so on. I learned about the entire culture of the building, who was paired with whom, who hated whom, what the issues were...I mean, I had eighteen

breakfast/lunches and I learned an awful lot. What I learned was that the world was controlled by the office manager, who controlled the budget...and the policies and procedures were controlled by two counselors, and they all called the former principal the "wonder" principal, because they just wondered where he was.

The first thing I did was ask the office manager for a detailed description of where the money was spent. She said, "I can't do that." And I said, "I need you to do that." She said she didn't feel comfortable doing that, and I told her that if she was going to work for me, she had to do it or find other work to do. So she quit her job and got a job with the city.

I broke the budget down, and laid it on the table. I had a staff meeting and said, "this is all the money we have in the building. This is what things cost, and this is how you spent your money the previous year." They were surprised, but I gave away the budget. We developed a formula that would allocate money to each classroom and to each teacher for Xeroxing materials, etc. We created the PITS committee—the Program Improvement Team Staff. If you're one of my staff members and you run out of money, you don't come to me, you go to your colleagues and they take care of it. Instead of knocking on my door and being part of the "good-ol-boy" system, you go to the committee. Teachers have to base everything they do on personal, professional and school goals. And it gave teachers more of a sense of control, and they were more a part of decision-making, and I think it helped develop a sense of trust. Next, I took them to a reading workshop that gave CSU credit. The workshop was in Glasser's two books, *The Quality School* and *Control Theory*. And I told them that that was the philosophy that I'd like to run the school by, in which people are empowered to make decisions and changes. Then I said that I thought we had to make our school more user-friendly. The alternative school was designed as a safety net for the three high schools to prevent dropouts, and we weren't doing a very good job. I asked representatives from the three high schools to meet with us, on our turf, and they laid out the issues. We went through a process of looking at change, and clearly identifying the client we needed to serve. We had the identity of the kid, the profile of the kid we served on every wall, and during that first year I shut down the school frequently in the afternoons, let the kids go home, and we went out in pairs and teams to twenty five different sites that served alternative programs, and brought information back. We put it on butcher paper , the things we liked, the things we didn't like, and we had a room filled with butcher paper. We worked on it every week from October on, and I shut down the school so frequently that at the end of the year I had 1057 hours of school, and the minimum number of hours was 1056. It was essential to do that.

We completely redesigned the system, and had a five year plan on paper and ready to go, and at the end of the year, my boss came back and said "Now you can go back to the administration building." And I said, "Wait a minute, no, no, no...I'll fight that one. You asked me to build a new program, and I did that, and I refuse to accept that you're telling me to leave." And my staff stood up for me. So instead of conducting a national search, they appointed me, and I've been here ever since.

Another thing I did to empower the staff was teach them a consensus decision making model, and it took me three years to teach them just so they were comfortable with it. It used to be so bad in meetings, people used to cut each other down, to yell and scream. I used to use a talking stick. You couldn't say anything at a meeting until you had the talking stick in your hand. We passed that stick around, and it was very frustrating. We had to develop a belief system, a series of things. I asked them what they wanted to be, and they said that they would like to be a nationally recognized, exemplary alternative school in five years...and I said, "I'd like that too."

Catching the Vision

Catching the vision is an important thing around here, and it's important for our kids. Let me tell you about our kids. What we know about our kids is that if you were to open up their social took kit, and reach inside, all they have inside is a hammer of anger. They are angry at their parents for getting divorced, or they are angry at the police or any power authority, or they're angry because they stopped being successful at school. They start dressing bizarrely , and their peers don't accept them, and they get awfully bizarre and they start swinging that hammer of anger around at everybody. Then they isolate themselves, and eventually start hitting themselves with that hammer of anger, and it begins to hurt, and then they try to get rid of the hurt by doing drugs and alcohol, and they hang with that crowd. That's the profile of the kid we deal with. So catching the vision is a major, major issue. We take kids in every six weeks, and on the first day of the hexter, when we take in kids, we have a stairway assembly. I get everybody in a circle, and their parents are on the outside of the circle, and I go around the circle and say "tell me N. why are you here? Why aren't you in your home school?" And they tell me that they were thrown out...I say, "you mean someone just walked up to you in the hall one day and said "get out?" ...Then they say something like, "well, I wasn't going to class." Most of these kids were taking an executive lunch. At 11:00 they left for lunch, and came back at 3:00 and cleaned out their lockers. They would go home and their parents would say, "How was school today?" and the kids say, "Great, just great!" I wish I could have lunches like that, I tell them. So I say, "Who threw you out of your school?" and they finally say, "I did." I say, "from this point on, own it."

I have a copy of the diploma, and I put the diploma in the middle of the floor and tell them that this is the reason for being in school. This is the only reason. I take that diploma and put it in the kid's face and say "you gotta see your name here." If you ask any kid in this building what's the vision, they will say, "to get my diploma." We have visitors here from all over the United States, and I say, now look, ask any kid in this building what the vision is, and they will tell you that it's getting the diploma, being successful, moving on. It's a vision quest. We try to operate with a lot of symbolism here, and use phrases that capture the essence of "why"—because it's my contention that kids don't know why they're in school.

The next thing is that they have to pledge to be here. They get only three periods of absence. I look at the parents and tell them that there is no such thing as an excused or unexcused

absence...there's three absences. One of the first things, in order to learn is that they gotta be here. If they can't be here all of the time, then they're wasting our time and their time. And I tell them, if they're not ready for this, go away, come back another time. If anyone is forcing them to be here, I don't want them. I tell them that they can come back every six weeks until they're twenty-one. Come back when they're ready.

The second pledge is that they're alcohol and drug free. I say, "I cannot teach you when you're stoned." We have very tough policy in terms of drugs and alcohol. If I get three referrals from staff or students that someone is using, I ask them...I say, "isn't that your name on the pledge card?" And I send them to the Jacob Center for an assessment, and if it's hot, we find out exactly where the kid is and we start working on that.

The third pledge is a "no fight" pledge. We haven't had a fight here in over five years. When they passed out police officers for the schools, we said, "No thanks." We run our school by conflict mediation. We have twelve students in the building who are trained conflict mediators. They have a conflict mediation room downstairs. If anybody has an issue with another student, they fill out a form, put it in the mailbox, and within the hour the kids are at the table working out the problem. They did 121 mediations this year, no failures. I haven't seen anyone in my office for violence at all this year. The kids have been empowered to do that, and they take great pride in it. Now the kids teach each other.

Every student goes through the Discovery program the first six weeks. We start to give them more tools for their social toolbox. Students are asked to honor the six P's which provide the cultural core of our building. The six P's stand for being prompt, polite, prepared and participating, positive and producing. We treat each other with respect and dignity here, and there's no foul language, no inappropriate language. They really get to know what this school's all about. We have high standards. The kids will perform, they will have good attendance, they will be competitive with their peers academically, and they will be able to have pride in their school.

Another symbolic thing we did—we took down the walls surrounding the school. We got some grant money, so the students landscaped the grounds. We cleaned up the neighborhood. Now it's like a park out there. We invite people to be here, and the people in our neighborhood want us here.

Our five year plan was to begin by developing a new structure, a new way of doing business, and change the policies to make things match. Then we empowered students to find a passion for the school, just like we have. The third year we aligned curriculum, so we would no longer be doing this bizarre alternative school stuff of the 60s and 70s. We don't have a problem with standards. Our curriculum is the district curriculum. When our kids get a diploma it means the same thing as a diploma from any high school in this city. Then, in 94-95, we took a look. We did an assessment to see how our kids were doing. In 95-96, we planned to all come together and have a capstone

experience and then I'd say "adios" and move on. I figured at the end of five years my job would be done.

To cap the story, we went from a forty-four percent dropout rate to a six percent drop out rate. We have fifty-five percent of our students on the honor roll. We have a ninety-four percent attendance rate, and a ninety-two percent graduation rate. We have people from all over the United States coming to see our school, and it's been replicated in five places across the United States. Finally, after five years, I said, "well, if we're getting that many people from across the country..." and I went out and bought some office furniture, and got rid of the old rickety stuff. So this is a transition time, and here we are...but you know, even though we accomplished all our goals, there's still more to do. We want to train parents, to be able to talk to their kids the way we do. We have great ideas for learning experiences for the kids. We have a thing we call "Roads Scholars" and the teachers design trips for the kids. They go everywhere. They've gone to Denver, to IMAX, they've gone hiking. We sent students and staff to an Indian reservation for ten days...there are so many good ideas.

I thought when I started in 1990 I'd be here a year, but I think I'll be here over a decade...there's just so much to be done, so much to be done.

Story B - The Story of a Vocational Director and Technical School Principal

This is the story of a female administrator who is responsible for all vocational programs in a large metropolitan school district and is also principal of the district technical school. The story begins with personal history to set the stage and help the reader develop an understanding of the persons leadership style and problem solving techniques. It continues with an explanation of the forces behind her career choice and some examples of how she has responded to professional highs and lows. The final section of the story describes her view of standards-based education and explains how this initiative is affecting her leadership.

Childhood

I grew up in rural Nebraska, the oldest of four children and the only girl with three younger brothers. My parents were very active in the community. My dad was a leader in the church and various agricultural organizations. As a family, we were very active in 4H and these activities set the stage for me to develop confidence, risk taking, and success. During my early years I was active in 4-H. My dad was a leader in a 4-H group and encouraged my participation. It was in junior leaders that I learned to speak in front of groups and got recognition from the community.

I didn't feel very successful in elementary. My grades were basically C's and D's. I grew up on a farm and didn't go into the town school until second grade. I entered school that first day with excitement and wanted to be friends with the little girls, but I wasn't a girl, I was a tomboy. I didn't know how to be friends with girls. I was chunky, kind of an ugly duckling. My mother was a tomboy too, so she didn't know how to teach me to curl my hair and coordinate my clothes. I remember this outfit, a gold and white stripped sweater matched with a green plaid skirt, that I just thought was beautiful. I think I wore it for my fourth grade picture. I loved the texture of the fabric and I thought I was beautiful. My mom, I'm sure, didn't think anything about it.

School didn't click for me until sixth grade. In the sixth grade I had a male teacher who looked good and was young. He acknowledged me as a person. For the first time I felt like I was: number one, attractive, and number two, had some academic skills.

Early Adult Years

My educational experience started out in a college in Southwest Nebraska named Hiram Scott. It was during the Viet Nam era, and for some reason I wanted to go where no one else went. Everyone from my area goes to Kearney or the University of Nebraska. I wanted to go somewhere different, but it never occurred to me to go beyond Nebraska.

Hiram Scott was about sixty miles from home and if you were from Nebraska you could get a scholarship. All the kids were basically from the East coast, ninety percent males, because it was a Viet Nam draft-dodging school. All the wealthy boys from the East coast, who had flunked out of the military, went to this school. Their parents paid for them to stay in school.

College was the first time I saw Black people. Growing up in Nebraska, my environment was limited in diversity. I grew up around a few Chicanos and had heard Spanish spoken, but no other languages. My whole background was basically German Protestant, even though I was the only Catholic in my class. When I went to Catechism class and they said who would go to Heaven I had difficulty believing that none of my friends would be there. I had real problems with these teachings.

I went to Hiram Scott for two years and it was a wonderful education. We had small classes, only twenty five in political science. and our teacher was an ex-Senator, but all the kids were major screw ups. One kid's dad had been killed by the Mafia and so the Mafia was putting him through school. Most of the students were rich kids whose fathers' secretaries sent their birthday cards. By the time I was a sophomore I was thinking - I don't belong here. I didn't fit. I was just this little normal farm girl. It was a great way for me to learn about different races, different backgrounds and drugs in a fairly safe environment, but I was a duck out of water. I decided it would make more sense for me to go with the rest of my friends to the University of Nebraska. Since my best and favorite teacher in high school was home ec., I thought I could major in home ec. To my surprise, I found that I had taken the wrong test to get into the University of Nebraska, however, I could get into the University of Northern Colorado in Greeley. So I transferred to Greeley and lost only three or four credits.

My mother passed away when I was eighteen. By the time I was twenty I was a junior in college and decided I wanted to get married. I wasn't a very good single and didn't fit the swinging single scene. I had a boy friend from high school who was in the Marines so I re-upped that relationship and within six months I was married. I took a semester off from school and moved to Cherry Point, North Carolina to live with him on a Marine base. I worked at the commissary and got an ulcer very quickly, because, of course, I tried to change the world. Being this idealistic Nebraska person, who didn't believe in prejudice and had never been around Marines, or White people who had a different value system for people, I thought I could change the world. I quickly got an ulcer just being a clerk in a commissary, because I was trying to take on the problems of the world. My husband got out of the service and I went back to the University of Northern Colorado. I did my student teaching at a high school in Denver. I worked under an incredible teacher who set the tone for what professionalism is, as far as belonging to professional organizations, being an outstanding teacher, a member of the entire community of the school and being involved at the state level. I graduated from college in January, taught part-time at the school where I had student taught, then decided I was ready for a full-time job.

At twenty one years old I knew that I wanted to be an occupational teacher because it would give me a chance to work in business and work in the classroom. With that goal in mind I somehow ended up in a large metropolitan district. I interviewed with a district person who hand picked people after a first interview then called principals and told them who to hire. I got an interview at one of the high schools and went out and paid the most I'd ever paid for a dress, which I think was $49.95. I

thought it was an outrageous amount of money to pay for an outfit. I went in for the interview, simply asked for the job and got it!

I taught at the high school for seven years and during that time period got divorced, was single for two years, and remarried. I was thirty years old. I loved teaching and yet could not imagine teaching was the only thing I was ever going to do in my life. That was the time period when there was lack of money in Denver for education and training and teachers started leaving education to go into consulting. I took a leave of absence from teaching for a year and became a consultant. I put programs together for business and industry that matched what I had been teaching in the classroom. I taught communication techniques, answering the phone, personality, imaging, and all the skills that contribute to success in business. I worked as a consultant for a year, my business was going good and I liked it, so I quit my teaching job. My assistant principal was concerned that I was quitting and asked, "Why are you quitting? Do you know how many people are lined up for your job?" And I said, "Oh, I'm a good teacher and there will always be a need for good teachers." He answered that I needed to hang onto security. I disagreed, I thought there would always be room for good teachers, so I quit. For about five years, maybe seven, I did consulting. I taught at U.N.C part of the time and worked down at the State Board on soft money. I was a director for Mary Kay Cosmetics, and worked for a beauty college. Then the whole consulting industry fell apart and all my contracts ended.

I started looking around and realized that I was really lonely. I wasn't part of an idealistic group any more that thought they could change the world. So I got really gutsy. I looked rich, but I was really poor, really broke. I always had a belief, in my background somewhere, that I could make a difference and the way I needed to make a difference was in education. Even when I left teaching, it was because I wanted to make a difference in education and I felt I could do that best outside the system. I decided to go back into the classroom, and low and behold there were not any teaching jobs, not even for good teachers. The gal that had hired me for my first high school teaching job called and said that there was a job in administration for a resource specialist in vocational education. My response was, "Oh, I don't want that job. It eats you alive, it's a horrible job, it's totally political. Why would anybody in their right mind want that job?" And she said, "Well, you ought to think about it. It's changed and you can write your own job description." Now that part appealed to me. It was a salary, it was pay, it had a monthly paycheck to it.

We were just leaving for our vacation, so I filled out the application, called people and asked for reference letters, and dropped the application off at the Education Center on our way out of town. I thought, if it's meant to be OK, and if it's not, that's OK too. But, by the time I did the interview, I really wanted the position. It was interesting, because it took them about two weeks to decide who to hire. The interview team consisted of four people, two of them had been my ex-principals and one was a teacher from my old high school. My new boss was the only one on the interview team who didn't know me. She was kind of the odd man out and I think it took her a little while to get used to that.

There was a good rapport during the interview, we had a great time, we laughed a lot and I decided I wanted the job. The interview team struggled with hiring me for a long time. I believe it was because they wanted a male/female balance. They had a female director and they wanted a male resource specialist. This was the first time that I had ever had any kind of inkling that decisions were made for something besides your work ability. I think I just didn't quite fit the original picture.. Anyway, after the delay, I got the job and loved it!

Career Choice

I decided to enter education because a teacher I thought a lot of, said to me, "You'd make a good teacher." I was seventeen years old and somehow, just kind of thought that I would grow up and be a farm wife, have kids and stay in my little farm community. I remember telling my counselor, when she was trying to get me to do some kind of career counseling, that I wanted to be a farm wife. She said something about, "Well how do you know you'd be good at it?" And I said, "Well, I'm a good baby-sitter." But one teacher said, in a passing comment, "You'd make a good teacher."

I was getting ready to graduate, I wanted to travel and we had some friends who lived in Japan. I thought I could take my grocery clerk experience and go to Japan and work in the commissary. I had enough money to get myself there and I'd figure out how to get myself back. My mother changed my mind. She said she was either going to put me in the Service or send me to college. I didn't know that I had a choice or any other options. I decided I didn't want to go into the Service even though both my mom and dad had both been in the Service during World War II. I understood that the Service would be a good option, but I went to college and majored in elementary education because of a *comment* made by a teacher in passing.

Professional Highs and Lows

Some of my high points would probably be as a working teacher. We had a talented drama department and yet, few people attended the plays. I put together the first dinner theater in the state of Colorado where the home economics department planned and served a dinner, then the people went to the play. We served 200 people and I set it up. That was a neat, high point for me.

A low point was when during budget cuts, I was seen by my staff as "one of them" in administration. The staff believed I was placed in a position to cut their salaries. I had worked hard to develop a relationship where the staff trusted me, and yet, when the tide turned, I became one of "them". They couldn't accept that the whole situation was out of my control. Then I decided to take control back. It was one of those things where I refused to let the Teachers Association decide the future of vocational education. I called the Budget Director and the Superintendent, and went in with a new plan. Part of negotiations was to eliminate a sixth of the technical school's staff salary. I just said, "what do you want me to do? You give me the parameters. I can make this place pay. Tell me the guidelines, because I don't believe that we should put the future of education in the Association's hands. They don't have a good track record, they don't understand what we're about and I can run

that place better than anybody else." I pulled the salary issue back out of negotiations. It was tough and it was interesting. It was interesting because I had a staff that for a week didn't make eye contact with me. They saw me as the hit-man. I think that was a lonely time, because I was totally on my own. Nobody understood what I pulled off. I didn't see a choice, both for the school and for the future of vocational education. I was backed into a corner. I thought about it for two or three days, came up with a strategy, went in, negotiated and walked out with an OK.

Management Style

About ten years ago I heard a speaker, Michael Vance, who used to work for Disney. His presentation was called "Management by Values" and he talked about how Disney managed by values. Disney believed that if you manage by values and you know your value system, you will always make ethical decisions. And through values you can build a vision and build a team.

I try to set clear values and then lead through setting positive examples. I have a high energy level and I know that I can work harder than anybody else, so I work hard to set an example. I try to value people by believing all people are good and then set positive work examples.

Standards Based Education

I would describe standards-based education by simply saying, what is it that kids are able to do, what does it look like, and what do they have to do to perform so that it's proven they know how to do it? I've always thought that that's what education should be. I think my belief goes back to growing up in a very small school. There were twenty one in my graduating class, but it was an outstanding academic school. The school had competitive track and competitive volleyball for girls thirty years ago. In elementary school I was a lousy student, but by middle school and high school I'd learned how to talk my way through and get a B without too much effort. My English teacher wouldn't tolerate that level of competence. In her class, I always knew what was expected, the tests were never trick questions, and there was always some kind of product. We had class plays where everybody had a part. Everybody had to play in the band and you had to perform to get your chair. Once I got first chair in clarinet, I quit and played drums because I didn't have to work as hard and I could still go on all the band trips. I guess standards-based education is just being clear about what it is that you're supposed to learn.

In my hometown I could see people working jobs. I worked on the farm and then I worked at a grocery store, and I understood that what you did in school related to the knowledge that you needed to earn a living. That is what I thought education should always be and probably why, it is why, vocational education was such a natural for me.

The school-to-careers initiative is important because it validates career development. Career development has been running parallel with standards. As standards-based education developed, we realized that career development is authentic assessment. Whether you call it standards or you call it outcomes, career development or vocational education has always been clear about what you need to

know. Standards-based education and school-to-careers have refined this to a much higher level, but that base was there. Out of survival, I think, we came up with this strategy that said, we will stay on top of what's going on academically in this system, and run parallel until we can collapse those two systems into one.

My view of what education should be has changed. My belief that all students can have education that is authentic, has value, and has application has changed. Instead of two houses of education, academic and elective, perhaps we can have one program that includes career development, non college bound and college bound. We don't have the luxury of saying, "You're college material so you don't have to figure out what it is you're doing until you're in your mid-twenties" or "You're not capable of going to college, therefore, we're gonna make sure you're ready to go to work at age eighteen." Neither of those scenarios works anymore. The world has changed and because of that we have an opportunity to pull the education system together.

When I went to school, all the boys took shop, all the girls took home economics, we all took drivers education and learned to change tires. Some kids took Spanish, I didn't because I was going to be a housewife and have babies and I didn't want to work that hard. Looking back, it probably also relates to my self confidence. I'm not a good speller and realized that taking Spanish would be a risk.

I am a fervent believer in standards-based education because I have a six-year-old son who responds when he knows what the expectations are, knows the boundaries, and knows what he needs to learn. One of the thinks I looked for in a first grade classroom was one that had incorporated standards-based education. I wanted a school where their units were put together so that students knew what to expect and that this is the standard, that is what it will look like, and this is below standard and this is above standard.

School-to-careers is a passion for me. It's a passion that when I leave the system, school-to-careers will be in place for the betterment of all students and not be dependent on one person to continue.

Story C - The Story of an Agronomist/Educator

Introduction

The man interviewed for this story is an agronomist for a county in the state of Colorado. He has held this position for approximately three years. He has previously held leadership positions in other organizations for brief times.

Some of the core values he expressed about leadership were: a working knowledge about the product, the ability to work with a diverse population, the need to sincerely meet the needs of the other person without becoming emotionally attached to that person, and empowerment through both formal and informal education (communication) means.

Background

I was raised on a farm, a farmer's son. My dad has always been my idol. He had been away at war the first two years of my life. When he came home it was to a two bedroom shotgun house on land surrounded by woods, that he would clear to make farm land.

I learned at an early age how to drive tractors, what to plant, and how to gather the crops. During the off-season, my dad and I were either on a river bank or in the woods hunting. One way or another my dad provided for his family.

My dad was one of fourteen children. His dad had been a farmer, and he believed that it was important to have a ready supply of field-hands. Formal education had not been an integral part of his life. My mom had two younger brothers. She had dropped out of high school almost as soon as she had started because she was needed at home to care for the menfolk. She never went back even though later in her life she thought about getting a GED.

Education

My folks saw to it that all of their children (my three sisters and myself) finished high school. In elementary school I had not excelled. It was a large school, and I really felt lost. In high school, there were only thirteen in my graduating class. I had an English teacher who got us involved in literature. I enjoyed math and science, but didn't care for civics.

From high school, I went to Mississippi State University. Basically there were two universities to choose from at that time in Mississippi: M.S.U. and the University of Mississippi. U of M was way up north, and it

was known for producing lawyers so I didn't think it was for me. No, I was a farmer. I belonged at the land grant university.

Work Experience

I was glad to get a Bachelor's degree in agronomy - crops. As soon as I graduated, I had a job at a carpet factory sorting colors for the looms. I had put in an application for one of Mississippi State University's experiment stations, and sure enough, they called me. So, I was only at the carpet factory two weeks.

While I was at the experiment station in Stoneville, Mississippi, a chemical representative had us do some experiments on one of their chemicals. He and I got to know each other, and he recommended me to the home office. Chevron Chemical Company had an experiment station up at Greenville, and it wasn't long until I was working there. I was really interested in the agricultural experiment field and I planned on staying with Chevron. They were even willing to eventually send me back to school for a Master's and eventually a Ph.D.

While I was in college, the "military police action" in Viet Nam heated up for America. I had just begun to settle into my job at Chevron when I received the invitation to join the "action". While in the Army, I went to an advanced training school so I had the rank of sergeant when I went to Viet Nam. The only other training I got was in the artillery where I learned how to dodge bullets and get real close to the ground. I also got my first opportunity to supervise a small group of men.

While I was in the Army, I sent money home to my dad. He used it to buy land for me that adjoined his. So, as soon as I came back to the states I took up farming again. This is where hindsight is 20/20. Some times I've wondered how things would have been different if I'd gone back to Chevron instead.

Well, back in the late 70s and early 80s the President would use farm commodities as a leverage with other countries that didn't hold the same opinion as America. Once he did that, it would push the price of grain down to rock bottom. There were a lot of farmers going out of business in those days. I decided that if the government was going to tell me what to plant, how to plant it, where to plant it, and then take away the market, it was time to stop farming. So, I went to work for the government. You know, "if you can't beat 'em, join 'em".

I got a job with Mississippi State University at their agricultural experiment station in Verona, Mississippi. This time I was a manager instead of a technician. During the winter I supervised four or five men. During the summer we hired an additional six to ten men to do mowing and ground work in the fields.

I pretty much had a free reign over the stations. I didn't have a lot of pressure, so long as experiments were kept clean, and the general appearance of the station was kept up since it was on a major highway. I lived right on the station too. Oh, there were some rumors that some of the land was up for sale to the industries that surrounded the stations, but I didn't let it get to me. I figured whatever was going to happen would happen without my getting an ulcer over it.

As it turned out, I didn't have to face the future of the station, because my wife and I decided that we needed a change of scenery. We packed up and moved to Colorado. We both left good jobs and came here to start over. It was really hard for the first few years because we came to nothing and brought three children with us.

About two years after we moved here, I got a job as a temporary sprayer in the weed district. The next summer I was hired as the lead sprayer. It was during the second summer that my supervisor got an offer from a chemical company. I applied for his job and got it.

Legislative Action

About a year later, I wondered if my former supervisor knew something that he had not told me about. The Tabor Amendment was passed. This is an amendment that limits the amount of revenue and taxes that an agency can generate. Now, I cannot make money for my agency to run on. I have equipment that I used to be able to rent out to folks who had small acreages. Now, I can only loan it to them. I used to be able to charge for speaking engagements, now I do it at county expense. It seems to me that this amendment was a very backward step in that the people who use the service get it for nothing, because everyone in the district pays for it.

The employees that I have are seasonal. My main goal for the county is to provide educational information about weeds. What looks pretty in the flower garden can choke parts of a state's economy when it escapes. So, while it's important to certify hay for animals packing in the wilderness areas, it's also vital to educate city dwellers too. I try to meet people

where they're at, County fair, homeowners association, individuals, and through a newsletter.

Several years ago several of us weed supervisors got together to set up an organization state wide where we could help each other across county or district lines. This is the Colorado Weed Management Association. This organization was active in getting the state legislature to pass a state weed law that mandates the control of leafy spurge, three knapweeds: Russian, Diffuse and Spotted. Purple Loosestripe will soon be added as it chokes the life out of water areas. Within each county the county has the option of additional weeds it would like to control.

I'm now the chairperson of the school committee for CWMA. This is a school given by CWMA in conjunction with the State Department of Agriculture and Northeast Junior College to certify people in the use of herbicides and pesticides. You could say that the most satisfying part of my involvement with CWMA is the people that I've gotten to know through this organization. In fact, my wife and I have developed some close personal friendships with other people this organization.

I've also gotten some awards from CWMA. I'm very proud of the Achievement Award that they gave me. In fact, I'm prouder of the CWMA recognition than I am of being selected by the federal government as a model district for weed control.

When I interact with some of the folks from Washington, DC; Canada; the Bureau of Land Management; National Park Service; the Governor or the Commissioner of Agriculture; I wish I'd gone back to school for an advanced degree. But, like I said before, hindsight is 20/20. I figure if a person wanted to, they could spend their whole life on "what ifs", but that's not for me.

Story D - The Story of an Elementary School Administrator

This is the story of a female elementary school principal going into her fourth year as an administrator who, at this moment in time, has been flung deep in the trenches of a mandate from the state called Standards Based Education. Her story shows how her background, training and experience provides a backbone as a leader in this endeavor in her school district. The story begins with personal information as she was growing up, as well as educational background, significant others in her life and professional information. Following is her interpretations and opinions about Standards Based Education and how it will impact education in the state of Colorado. Last, she has shared information about her leadership style.

Growing up

I grew up in a small town of about nine hundred people so it was very rural. I came from a large family. There were six of us kids. I was the third oldest, so right in the middle. We had one elementary school and one high school and we walked everywhere. I was involved in a lot of school and church activities. I think maybe my joy was when I started singing in the church choir when I was six years old. I can remember singing from the time I could sing. That probably started my interest in music, which I carried through to high school. In small towns you belong to everything and do everything. I don't know if that is still true today, but it was pretty regular back then.

My mom was a high school graduate and a housewife, and my dad was a junior high school drop-out and worked in a packing plant for thirty-five years. Some of my siblings attended college, but none other than myself ever graduated. We were really a lower socioeconomic family that did no traveling when we were growing up. Oh, we came to Denver one time and I can't even tell you why we came. I never realized that we were lower socioeconomic until about five or six years ago when my husband and I were talking about all of these lower socioeconomic students and I was just sitting there thinking and it dawned on me!

I never had a problem with authority at home or at school. I was a real parent and teacher pleaser. I have a German background and we were expected to respect adults and that was that. I was always an outstanding student with a 4.0 G.P.A. average in high school. I was shocked to be Valedictorian out of thirty-four in my graduating class.

Educational Background

When I talk about background, my husband and I were married in high school and became teen parents. Maybe I should have said something about that sooner, but to me it's tied more to my education. We were married for six years before we even decided to go to college. We decided we would never get anywhere, obviously, if we didn't go to college. So, during the same year we both started at the junior college in Nebraska. He graduated from there first. Up to that point in time, I worked office jobs. I've always worked. I started working when I was ten years old, baby-sitting. I worked office jobs and then worked part-time while I went to school, and my husband was a tool designer. And just on a high school degree! He really is a remarkable person. As we were going to school, we knew we *did not* want to live in Nebraska so that brought us to Colorado because I needed teacher certification. We both finished our schooling at the University of Northern Colorado (U.N.C.). I got my teacher certification and he got his CPA It was quite a challenge for us. It took us about five and one half years to complete with two children.

Although we didn't have a penny, a stick of furniture or a car left by the time we were done, we would not have done anything differently. I received my BA and my intent at the beginning was to become an elementary school counselor. I really never had any intent to teach, but found out that to become an elementary school counselor you had to teach first. So, I got my elementary school certification and ended up as a third grade teacher. It was my first job, and I loved it. I then realized that I could never be a school counselor, because I would carry all of the students burdens. I empathized too much and I knew it would bring me down. Plus, I loved teaching.

At the end of seven years as a third grade teacher, the superintendent here asked me if I would be interested in being the director of the gifted and talented (G. and T.) program for our district. So, I said, "sure!" I was ready at that point for a change. Along with being the gifted and talented coordinator, I wrote a lot of district curriculum, strategic plans, and was the coordinator for the high school relearning grant. After seven years of being G. and T. director, plus wearing many other hats, I knew I wanted out, and at that point I had already had my administrative certification for one year.

Significant Others

When my husband and I were both in high school we were considered leaders. Then when we got married, the teachers pulled the rug out from under us. They thought we were going down the tubes. We had one teacher who was our senior class sponsor, who sat us down and said, "You know, there is no reason for everybody to say all these negative things about the two of you. You are going to be fine. You are smart and you will figure things out." Then it became a challenge for us to show all of the negative people that we would not go down the tubes, thank you. We would show them!!

At the community college level I had an advisor that was outstanding. He was just great and encouraged me to go on. Through my university experience I really didn't need anybody because I was older and didn't feel like I needed anyone.

The principal here before me was an outstanding principal, and I think he grounded me. He was your very basic, traditional person, but kids came first. His leadership style was authoritarian, but his decisions were always based on kids, so he gave me a great grounding. He was mad at me when I left the third grade classroom, but he said, "Well, I guess I have to live with it. You'll be here at least a couple of days a week anyway." Then my superintendent at the time, who was the person who asked me if I wanted the gifted and talented job, was an outstanding leader and he is the one who encouraged me to go into administration. He recommended me for the Danforth Alliance at the University, which was an elite program, so I worked through that.

Professional Information

I decided to become a teacher when I found out what I had to do to become a counselor. I decided to stay a teacher my first year of teaching. I felt like I needed those kids. I decided to become an administrator probably about nine years into my career. Both the superintendent and the principal talked to me and planted those seeds and I decided to give it a try and see what it was like. I knew I needed my Masters degree anyway and I was interested in leadership and we had a lot of leadership training in the district.

Some of the high points of my career have been getting enough experience and enough background to see bigger pictures and to move forward beyond myself. I finally worked with enough kids and enough adults and

worked with the system enough to understand how a system can work well. Those are what I call my high points. My lowest point in the school district was when I was not working with kids. When I was only working with adults, especially the adults at the high school level, I found them very disappointing, and very different from elementary people. They are not my kind of people and I understand that. So my low points were when the adults disappointed me.

Standards Based Education

I think Standards Based Education is defining what kids need to know and are able to do. What they need to achieve at a certain level, which is the standard rather than being standardized, as in standardized testing where we expect the same thing from all kids and we compare them in that way. But what is the goal, and I think it is going to define students' education, for them as well as teachers. I think it is real interesting. It's all involved in outcomes. Standards are not any different than outcomes. I find the whole political arena very interesting.

I've taken a workshop on standards and the whole Colorado Department of Education (C.D.E.) training, to try to understand what it is all about. I was the language arts coordinator for eight years in this school district, so I have worked at that level with C.D.E. in defining the beginning of the process and what we were going to have to do.

Concerning how my teaching, learning, and assessment has changed as a result of standards based education, I think we have finally begun to understand that we have never really defined for kids what we expect of them, other than doing what the teachers tell them to do. It has always been teacher focused. Even in an integrated, whole language, holistic kind of classroom, I don't think kids really understand, even in a general sense what we expect of them, or why we are doing it, what the overall purpose is. My hope is that is what standards is going to do for us, because it is defined in what kids should know and be able to do. It will be assessed that way, and so they'd better know. I think it will help parents too, I hope it will.

My view of teaching and learning has changed since I began teaching. First, it does not matter if it is standards or something else, kids need to know that they are safe, and school is a good place to be. Secondly, they need to be offered a challenge, and so as we talk about standards, our

level of expectation will raise, and I think that we just have to keep pushing students to a higher level. Challenge is important and I don't believe you teach to kids' levels; I think you teach to the next level, because why in the world would I teach them at the level they are at. I want them to grow. Because standards will be higher expectations, kids will be able to do complex tasks and processes. They may not be able to talk about it, or write an essay about it but standards will give an equal balance of content and processes and I think that is necessary. With standardized tests I still think we don't know where kids are or what they know. And I'm hoping that this is one of the things-real assessments, real goals, and real expectations instead of paying a whole lot of lip service to some things. It can be good for kids and can be positive, it shouldn't be punitive.

Standards will add a measure of accountability to kids when we say, "I'm sorry, but we will not go on. You have to do this before we move on." It will probably encourage a little more seriousness and effort on the part of the kids. I think it is going to raise accountability for everyone. But, when we talk about performance assessment, even beyond your standardized kind of testing, it's like "you must do this" in order to move on or else you are going to be here after school, you are going to be here in the summer, your parent's concern is going to be raised because you didn't reach the standard. We haven't even been able to identify what the standard is up to this point. The standard is being able to read at grade level. We have never even agreed on what that is. Is it fifty percent, is it seventy percent? It has been very subjective. So when we become objective, we can say "I'm sorry, but your son or daughter needs to read." You need to read to them at home, you need to work with them, we need to work very hard with them, they (parents) need to be involved.

Standards have confirmed what I value in the performances of students and teachers. I think education has been leading up to something like this. It isn't just a public demand or a legislative demand. I think educators want more from kids, each other and themselves. My values have grown and changed over a long period of time and I believe others have been influenced in the same way and that is why we are where we are at the state level.

Leadership Style

I did the first year of my master's program at U.N.C. under four or five people that had been there forever. This was a management/organizational focus. Then half way through my program, things were turned upside down and it became leadership policies and studies. That is what the Danforth Alliance was about. It was focused on educational leadership, not necessarily management and we were the core group. We not only got to critique ourselves, but we got to critique the program and make suggestions. So I think I got the best of both worlds. I received a good foundation in organizational skills, plus the leadership training. I didn't learn anything new about myself or what I believe in, but I learned about what I should do with it and what I should watch out for.

I am a participatory leader. I have no problem sharing the power. I'm not a real power person, and I'm not authoritarian. I do need respect. I cannot deal with the good old boy system and I call people on that. I'm participatory in the sense that I respect other people, and I expect other people to respect me. I believe we can work together to solve problems, and ninety percent of the time that is the way to do it.

I have been out of the classroom now for nine years and I do not pretend to be the expert in the classroom. I know the trends, I know current practices, and I think the people in the classroom are the experts. I will listen to them and respect them. I have no problem empowering others when they want to take risks. I believe we need to change and grow and when people want to do things a little differently, they need to tell me how this goes with district policy, because that is my job. We have to make sure we are within our parameters. I don't believe that we will ever stop changing and growing. Every year we need to grow and change because nothing stays the same. Education is horrible about thinking we can find the answer. We are always looking for the quick fix. I don't understand why. We all need to learn and grow, and change will come every year. We are not going to figure out the answer and be able to do it that way for the next twenty years.

Story E - The Making Of an Executive Administrator

This is the story of a university administrator. His story includes a biographical sketch, problem solving techniques, and his personal reflections on his career success. While the issue of standards-based education is less relevant, issues related accountability are part of the story.

Autobiography

I was born and raised in a little Indiana farm town of about 600 people. I came from a family where my mother and father, my father graduated from the 6th grade and then quit school, and my mother went on to graduate from high school at that same time. I was adopted as a small child, I'd been taken away from my parents, and I don't know for what reason, back in that time. And, also, my other two brothers were also adopted from different families, at that time. The town was a very rural town, with a very small high school. I went through the high school really interested in the kinds of subjects and activities there. I didn't know what I was going to do once I graduated, my father was a worker in a factory that made gears for Warner Transmission Gears, and my mother baked pies for local restaurants. She baked about thirty pies every morning starting about 4 o'clock in the morning, for a couple of little restaurants in my home town. So I probably grew up in a very small town type environment, where everyone knew each other, and everybody knew what each other was doing and so forth. I was the only one in my high school graduating class that went on to college.

I was encouraged to do that by my high school band teacher, who actually took me to visit the college campus, because my parents really didn't know anything about that. I started out as a freshman at Indiana University majoring in music, and after about a year I could not keep up with being a musician, because I wasn't nearly as good, and Indiana is one of the top music schools in the nation. So, I changed my major to chemistry. I'd also liked my chemistry teacher and my chemistry a lot. So I majored in Chemistry, I worked about thirty hours a week, because at that time, during the early 60s, there was not federal financial aid. So I worked about thirty hours a week in dining halls, or did about any kind of job that would earn money. I had a band, I had a German beer-drinking band that played at bars and restaurants and wedding receptions and stuff like that, to earn a little extra money. So I kept going through school as a chemistry major. I didn't do very well, and eventually switched my major to biology, and sort of found myself. I decided I wanted to be a teacher, high school biology teacher. I wanted to work in biology, and I was also really interested in working part-time, like in the summer time with like the fish and wildlife service or the forestry service or something like that. So I graduated from college. I was very far in debt, and I was still paying off loans even from that semester.

I decided that I wanted to be a high school teacher, and that summer I remember I worked in the steel mills in Gary because I had so little money that I didn't even have money for clothes to teach in. And I worked in the steel mills and started out as a high school science teacher in a very small school in northwestern Indiana by the name of Wanatah. It was sort of like my home town. It had about 600 people, it was a farming community, a German town. I taught chemistry, biology, general science, earth science and health at that school. I taught all the science subjects. And I enjoyed doing this, again, I didn't have very much money, not even enough to pay my loans, so I worked part-time on the weekends on farms, and I also worked as a cemetery caretaker and janitor at a church, on the nights and weekends and stuff. And by putting all that together, I sort of started a career in education I just loved. I liked working with youth groups in the community, I liked doing things with the students in high school. And I started spending a lot of time with students in my free period, because that high school didn't have anybody that went to college either, they averaged about one student every three years. Well, another single and young teacher and I started sort of being the quasi-guidance counselors. And we decided that we would try help students think about going to school. And we had a great time, we visited some campuses, we put a little literature place up there. We helped people take exams to be able to go, and begin getting people in that community to think about it. Well, pretty soon I liked doing that better than biology and the principal said, "would you like to be sort of a part-time guidance counselor in your free period?" So I took that, and my one free period I began doing that, and pretty soon I began to realize that I didn't have the counseling skills to help kids with personal problems and stuff like that. So I started taking a course at night at the Indiana campus in Gary. And I took "Intro to Guidance" and I took another counseling course and stuff. And I decided that I wanted to become a high school guidance counselor. So I taught another couple of years, to pay off my debts, and then I went back and applied to the Indiana University to the Masters Program in Counseling and Guidance. And I got a job working in the residence halls as a student graduate assistant. And at Indiana they had Masters level people on the floors, and I was part of an experiment, Indiana admits people on probation that have a lot of potential but maybe didn't have the grades to be admitted. So they admit them for one year to be able to try out going to school, and be a part of the academic program. And what happens if they made their 2.0 at the end of a year then they would be admitted. Well, the year that I was there, they took all the men in the freshman class who had been admitted on trial and put them all on the same floor, and that was my floor. We could build a support group and work with it, and I loved doing that. And I built such a strong group of guys that 92 percent of them made their grades and almost all of them returned to that floor the

next year. We had a strong intramural program, we did all kinds of things. I began to be more interested in working with college students, the time I was back there as a graduate assistant was during the Viet Nam, and civil rights time of the late 1960's and I got caught up in both of those issues. I worked a lot with Black students on the floor, and I had a wonderful opportunity on doing counseling with the students who were concerned, or their brothers or sisters, or they were going to Viet Nam or something. And I got more and more energized about working in college, and by the time I graduated with my Master's degree in 1969 I decided that I didn't want to be a high school guidance counselor, but maybe I'd like to do something in college. Without applying I was contacted by a guy in Ohio State at Indiana who was developing a new "Intro to Education" class called F100, so the first course you'd take as an education student. They wanted a person who'd worked with college students, that sort of understood the students of that era, who had worked with multi-cultural issues, that was trusted by minority students and that had taught high school. They found three people on the campus who fit that, and they invited each one of them to be an associate professor, associate instructors and that if we could be admitted to the doctoral program they would hire us to teach this class. So I went to the higher ed. department, applied and was accepted to the doctoral program, and stayed there and taught several years in the teacher education program, and actually helped write a book and do research on that on some new methods that were new then...micro teaching was one. We were one of the first schools to do that, so I loved doing that. And I had lots of students that I knew from some of these other relationships who took these classes and things and it was a great opportunity to teach and I had a wonderful experience doing that.

The Transition from Graduate School to the Profession

When I graduated, again I was in debt and I hunted for jobs. And I sort of didn't want to work in the residence halls again, but the only job that was open that offered me a job right then was the director of the residence halls at the University of Vermont. So I went there, they had a terrible residence hall system. They had buildings that were condemned for habitation, it had no under-graduate RA program, they still had the older house-mothers, they had no graduate program. And in about a five year period we'd helped start a graduate program so we could staff our halls with masters level people. We phased out the house-mothers, except for a couple. We built a staff manual and hired resident assistants and started a training program, and really built a great program at the University of Vermont.

Around about 1975 I was thinking about, well maybe I would like to move out of this and be an assistant Dean of Students. And the Dean of Students quit at Vermont, and they did a national search which I was encouraged to apply for by a lot of people. I did and

was selected. It was really interesting being so young as the Chief Student Affairs Officer of that school. I really loved doing it and built a really nationally known student affairs department at Vermont and I continued to teach in the Masters program, because I loved teaching, and I think probably for thirty years I've taught either one or two semesters each year and this started out at Vermont. I loved being there and was part of a team with a young energetic president that had just been hired. And the Vice Presidents and the Deans decided that we would form sort of a pact that we would stay there to sort of transform the University of Vermont. And we worked very hard, and were able to move it from being sort of a regional institution to a nationally known, national institution. And we were very, very successful in doing that, and it was really an exciting opportunity, and we all never thought we'd be there more than five or six years, and it turned out that I stayed there until 1988 with that whole group. And in fact in a period of about a year and a half we all left, the president, all the vice presidents and all the deans had sort of scattered out in 1988, or sort of done then. The president went to Arizona as a president, I came here, and many people went different places around. So I ended up here as Vice President of Student Affairs in 1988 in the role I'm in. So that's sort of the pathway. It's not too well planned, I just sort of went from one thing to the other and ended up here.

At present,. I'm in a career crisis, I need to go to a career counselor. I have about ten years left, I'm fifty-five, maybe twelve or thirteen years left on my career. So I could do one or two more things. I've been here now, starting, again my eighth year, and I think I could probably do one of three things, I could be another vice president of student affairs under very different kind of campus and a different place in the nation. Because that's really why we came here was to have sort of a new agenda and a new set of problems and a new challenge, and some neat new things happening. I could also be a full-time faculty member, and I've had the opportunity to do that several times, and I haven't done it and, it's a very different lifestyle and I'm not sure that I'd like to do that all the time. I know I could be a good teacher, and I'd have all kinds of research and projects and other things that I've always wanted to do that I've not been able to do. I could do something else in higher education. If I applied for a presidency it would be at a small public school. With a sort of first generation kind of student there, and I'm not sure I want to do that. So in the next few years I really have to decide what the next step is, because it might be the last step.

Some Problems Associated with Decision Making

I fell into administration going between my bachelors to my masters, and it was during my master's degree when I sort of worked as a college administrator in the residence

halls, and did administrative kinds of things that I got interested in doing that. When I was a faculty member I probably made fun of administrators like faculty members do, you know. I will never leave education, it's my life. I can remember, the most exciting thing in education; it could have been my age at the time. However, I was at Vermont and we really built the program, both the graduate program and the Division of Student Affairs. Because I was young and energetic and the program was not very good and so all of us on this team that worked very hard, were able to build a national quality program by just sheer work to make that happen.

At Colorado State the program was better to begin with. We've made improvements here, we've had big breakthroughs, we've done some new things, and it's been great being here also. But it was taking something that was not good and really transforming it into something that's good. Probably the most satisfying thing has been to work with graduate students, because there are so many - I taught over 400 students at Vermont that are now out being administrators and I've probably done over a hundred at Colorado State. I've been an advisor to maybe fifty or sixty, and it's nice to see those that we helped learn and explore the administration and look at students now doing all these great things.

I think I would describe my style, of all these different styles of leadership, as probably a consultative type of leadership. What I like to do is when there's something to be done, or something to decide, it's not a crisis, is to get together with the people that are involved and care deeply about it and say, OK, we've got this problem, we've got this challenge, we've got to make these changes. Help me sort of think about this and what we need to do with it. And then where I can bring this group around to the point where we all agree that this new direction is the right thing to do. And then it's easy to just say, "OK, this is what we're going to do." Most of the effort is spent on trying to form a consensus and to bring that group together. Now, I can't always do that, you know, sometimes I can get the opinions of everyone and I can bring things together, but they never agree with each other. So some way, by thinking about it, by reflecting on it, talking to some people who I really believe their opinion; I think I know what they're talking about that we can come to some kind of a decision that usually turns out to be right. But you know the other thing about administration, we always get caught up so much in making the right decision the first time…it isn't very hard, in many cases to say, well, we made the wrong decision, let's modify it, fine tune it, do it a little bit differently, and make it even be better. So there's very few things, maybe building a building or something that has to be right because you can't tear it down. But most of our programs and activities and initiatives that we have, they can be modified and changed as we walk along the pathway and see how they're rolling.

However, this doesn't hold true when it pertains to political issues. At C.S.U. in trying to move a large, sprawling, very complex institution into looking at itself and what it does and to try to redesign the university for the future. For the things that we pretty much know what things are going to be like ten or twenty years from now. But the university is a good school and it's very convinced that it is good. So to get people, when they believe it's a good institution and what they're doing is good, to say, well we need to reevaluate this, maybe we need to re-engineer it, restructure it, redesign it and make Colorado State evolve, not transform, but evolve into something different. And there are critical pressing issues right now that need to be looked at, because the stream of funding coming in externally, there's a projected drop of thirty percent from research funds for C.S.U. in the next five years, federal research funds. And that's happening every place, not just C.S.U. Well, this year, the coming year, fiscal year '97, which was just the tip of the beginning of that, we went down two million dollars in income for research for next year. Tuition is not going to go up very much, it'll be pretty close to the cost of inflation in the future. There'll be tremendous pressing physical plant needs and others and about the only way we can do new things and reinvent ourselves, is by reallocation where we quit doing something else that we're doing. And to have the University seriously look on things that we could do differently or that could be re-engineered or redesigned or we could stop doing them, is almost impossible to do. And Colorado State's survival in the future is going to depend on that. Now, the politics of it is that most faculty, and many administrators believe this just happens to be a thing of this administration, so if we can wait long enough that they'll go away, and it'll go away. There'll be a new president and there'll be new deans and there'll be new vice presidents - then we can go on like we've always been and be very happy. What they don't realize, is that it's not going to go away and no matter who's going to be the president, or the vice president, there's going to be a need for redesign and restructuring and really looking at the kinds of things we do and their efficiency.

Although, leadership is very important I think the person needs to be in education. Although there's a few, not very many, vice presidents of student affairs that have come from being a lawyer, or working in business, or being in government, or something like that. So, I think the pathway, the most sure thing to say, is that the person should be working in higher education, and probably with a degree in student personnel or a doctoral degree in higher ed. There are a few doctoral degrees in student personnel and I think that that trains someone to be very narrow, and not be able to see how the whole university works. I think it's very important to have a doctorate, if it's in administration, to be in higher ed., because now for a successful vice president for student affairs, you have to

work very closely with the Provost to the Vice President of Research, with the Vice President of Administration and Development, and you have to know their jobs almost as well as they do. Because we're moving to a period where student affairs is very integrated into these other types of functions. And it's not an isolated, separate function that's just sort of out lying at the institution. The most successful divisions right now, are closely linked to student learning and the academic mission of the institution. And to do that, the person has to have academic training, they have to know something about physical plant, they have to know something about a change theory, about administration, about management things and so forth. So, I would be prone to hiring people that have a degree in administration. And the reason, I think that I'm the most biased about it, is that one time in higher ed. there used to be history professors that became vice presidents for student affairs. There were people from academic disciplines and so forth. But they had a long time to learn administrative issues and things. Things didn't move very fast and they made wonderful vice presidents for student affairs but they really learned their doctorate while they were on the job. Now it's almost impossible for someone to start out and learn on the job, in a vice president of student affairs job, because there are so many critical issues, there are legal issues, there are financial issues, and if you don't have any training in those areas, you can ruin so many things, end up getting fired in a couple of years, that it's not worth it. And the training that people receive on a modern kind of degree program really trains you to do all those kinds of things.

Story F - The Dean

Background

I grew up in Jersey City, New Jersey which is a large metropolitan area for anyone out west who might not be familiar with it. It's right across the Hudson River from New York City. I was about four miles at the most from the Village and Lower Manhattan where I was very, very urban. I moved to Colorado in '74. The town I was from in New Jersey had more people living in it than the state of Colorado. I'm first generation American. My parents were born in Sicily and came over as young children. Where I grew up was considered neighborhoods. It's all urban so we lived in apartments all our lives. My dad never got beyond the sixth grade, and my mom went to one year of high school. We were strong Catholic, with the Italian background, and there was a strong sense of neighborhood and community. Where I grew up there were a lot of folks that were immigrating, or what we might consider lower on the economic scale, so my whole neighborhood was Italians, Polish, people from the Ukraine, from Russia, Greece, Puerto Rico, Cuba, Blacks. One of the things I guess I found confusing as I left the area, what was diverse was if you were from another neighborhood. It had nothing to do with ethnicity. There were a lot of different holidays and all that were shared. I would say 95 percent of the people were Catholic, there was a common bond with the church. So everybody had a sense of growing up with a sense of security.

There were boundaries only where the neighborhood was concerned. Our neighborhood consisted of a three or four block radius. Everybody would defend everybody no matter what, if it was male, or female, or Black or White, Hispanic, or Greek or Italian, or Irish ... none of that mattered, what matters is, you're from another neighborhood and you're messing with somebody from my neighborhood. But those boundaries got larger as I got older, because I attended different schools in larger districts. Our choice was to either attend a public elementary school or a Catholic elementary school. Elementary school was K-8. Nine through 12 was high school. But again, Jersey City was a lot like a melting-pot in a lot of ways, there's a lot of folks there that brought in their traditions , and everybody enjoyed those traditions. It was a really good upbringing. My parents worked very hard, never having the educational background, but always pushed for us, to not do what they did.

I moved my mother and father here in '88 when I became a Dean. They were getting older and they were in pretty poor health, and it was the easiest way to keep my eye on them. They still lived in the very same apartment that they lived in since they were first married. I and my wife bought a house for them. They were in their mid '70's when they finally owned their own house. My father passed away last January, and my mom is here. We moved my youngest brother out, if he stays he can have my parents house, when they both pass away. It was a way of taking care of both, because there's about 10 years between me and my youngest brother.

I enjoyed it, my schooling and education was for the most part, all Catholic. First grade to eighth grade I had nuns - sisters of charity. For the first two years of high school, I had sisters of charity in the Catholic high school, and always had the tendency to lean toward mischief. I've always explained it as, I had to give my seat up to another worthy Catholic child, but I ended up having to go to public high school, 'cause we just seemed to keep getting into trouble for pranks and mischievous kinds of things that that the Catholic school wouldn't... There was always a sense of authority. The sixties came around the police were referred to as pigs, so it was great surprise to me to come out west and find out that pigs meant farm animal. But, there was always a sense of authority, and there was always a respect of authority, whether it would be your parents, whether it would be public school teachers or Catholic school teachers was irrelevant. My interpretation is that came from all the traditions of all the kinds of folks with the kinds of ethnic backgrounds that they had. The kind of stereotype things you hear when you're growing up, like you can say anything you want about me but don't say anything about my mother. And it didn't matter - somebody even said something about someone else's mother and they weren't there, you haul off and whack him upside the head and say, hey look, that's not - you just don't do that.

All my cousins, aunts and uncles, all the relatives were all there. When my father and mother got married, my mother had nine brothers and sisters, my father had three sisters. And they both came - while though they didn't know each other, they both came from Palermo, Sicily. They came at different times, but, back then when they arrived here, you never really went out of a fifty mile radius of where you landed by and large, and most of the time, in fact when both of my grandfathers were here, they were always walking distance to where they worked, that's why they pretty much stayed where they were. My parents generation, my aunts and uncles broke the mold for them, where they stayed in the same city, but at least they drove someplace or took a bus or a train, they didn't have to walk to work. And our generation broke it completely, they couldn't understand why you moved out, why would you move away? Why would you leave your family before you got married? They didn't understand any of that, so our generation broke the mold even more. The boys were pushed more to go to college than the girls, the girls were pushed more to get married.

I have two younger brothers. The only other thing that stands out in my mind is when I entered high school, my mom and my aunt were in a very serious automobile accident. My mom became permanently disabled as a result of it, with a variety of pains that she has carried now through the rest of her life. And, what we know now as closed head injury, so she had a lot of memory problems and all - she was in the hospital for about a year, and being the oldest - and my father would spend a lot of time at the hospital with her, then he worked evening shifts at Western Electric. So it became my responsibility to take care of my two younger brothers, and the cooking and cleaning came in handy because I ended up doing that for quite awhile. For about 6 or 8 months, and then it got to a point where my mom was getting ready to get out of the hospital and I wasn't going to be able to also take

care of her, for the kind of care she needed at home. So we moved back to my grandfather's house with my grandfather and two of my aunts and uncles all lived there, and we stayed there for a year.

Educational Background

I went to elementary school, and the nuns were very strict and very disciplined. One of the things I did appreciate about the Catholic school was, they were very, very strong on basic education. They were preparing us to go on to a good high school and a good college. The education was really good. I did go to a Catholic high school for two years. After I left the Catholic high school, I went to a public high school for two years. I can think of a variety of people throughout, from first grade all the way through high school, who as teachers influenced me in a lot of positive ways. Some just provided the discipline, some provided an appreciation for material I wouldn't have had an appreciation for - reading some novels and things. Some provided appreciation for going out - for careers and all. So some of them put themselves out, and I would credit them for also keeping the desire, as well as my family.

I graduated in '65, then I went to a Jesuit college. St. Peters college is on the east coast of New Jersey with 2000 students. They had a big reputation for being pre-med, and teacher preparation, and pre-law, as well as business. It was a good school to go to. I went there thinking I was going to go sort of a business route, and I thought at that time - I moved away from thinking I wanted to be a comedian, to maybe I'd go into marketing and I wanted to write commercials for TV, and thought I could write funny commercials for TV and I wanted to go into advertising. But, as a backup, I got a teaching degree. Because I liked teaching, I just liked the idea. I had such a good time in school, and all, I just thought it would be fun to interact with students, so I got a teaching certificate for New Jersey to teach in high schools, a permanent teaching certificate to teach high school English and Social Studies - and did in fact teach for a year or two in Jersey City, and had a great time doing it. The unfortunate thing was, I wasn't there long enough to enter the union, and the teachers went out on strike and I wouldn't cross the picket line, so the principal - I had the misfortune of not crossing the picket line in front of my principal, who'd promised me I would not get tenure, and he was a kind of grumpy old guy anyway, so I responded a little bit inappropriately to him, I kind of cursed at him and told him he could shove his job, and ended up realizing that I needed to look around for another job after that. I ended up working with the city in drug prevention programs. And that primarily happened because I was involved in drugs growing up too, I'd never say addicted or anything like that, it was part of the culture, part of the '60's and all, and particularly that area, because it was a port of entry. A lot of friends and a lot of the folks that we grew up with in the neighborhood seemed to go one of two ways, they either got stuck there and they just did the same thing their parents did, and then there was a group of us that kind of made it out and made life better. There wasn't any middle ground, it's either one of those two things. And I've had maybe one foot planted firmly in both camps trying to figure out where I was going to go.

Career Choice

And so I did get interested in some of the rehab stuff. I ended up running programs for Jersey City, wrote one of their first grants for treatment and prevention program for the city. At that time was when those kinds of programs, '69, '70, '71, were starting to focus. They were really starting to burgeon then and to some degree it was personal, to some degree I was in a position to help friends and people I knew as well as other people from the community.

From there I went to Arizona. I went to graduate school at the University of Arizona in Tucson for rehab. Most of the folks I knew were going into psychiatric social work over at Columbia University, I got accepted and was going into the program, and it seemed kind of narrow and rigid. It seemed like the thing to do but wasn't necessarily in my heart. Advertising got ruled out a long time ago, I was accepted into an agency named J. Walter Thompson, it was a very big advertising agency. I found out after I got accepted to Columbia, before I went there, that there was this program called "Rehabilitation Counseling" which had a special emphasis area in drug and alcohol rehabilitation at the University of Arizona and they had what they called Fellowships. If you applied for it, they'd pay all of your tuition and they would give you about five or six hundred dollars a month to live on to pay for your books, this is in '71. With a little work on the side I could live pretty comfortably while I was a student. And it was a nice change of atmosphere.

I had always had in my mind's eye Arizona and Colorado, These places had always held a special place. I always knew I was going to like Arizona and Colorado. I got to Arizona, and it was all of what I expected and more. It was really a pleasant surprise, lifestyles changed completely, and one of the other things that was a relief is as I was leaving Jersey at the time, there was a lot of violence, things had changed from what I had seen when I had grown up and I was becoming disenchanted with it and the kind of like real negative attitudes that people were starting to display towards each other, really started to jell like in the late '60's and early '70's. There was a lot of politics going on. So that it made it a little more convenient to also want to go to Arizona. Growing up, I also had the opportunity, again maybe because of the heritage and all, people talk about Mafia and organized crime - I've had opportunities to be closely associated and recognize all of that, I mean that was for real, so that I knew. It was comfortable, I mean I understood how all of that worked, and one of the things, in a way, was like my dad and folks that knew people who were connected with all that - hijacking trucks and stuff, and running numbers and they would take care of you. They had back there what they called running numbers. They'd bet on one of the race tracks and the last three numbers, and it was millions and millions of dollars and they would jump around to use people's homes. So when I was in college, I moved out of the house, I wanted to be on my own, and they would literally say, if you let me use your house for the next two or three days and you stay out of it from ten o'clock in the morning until four o'clock in the afternoon I'll give you three hundred dollars, you just go out and have a good time. Three hundred dollars a day. Well, what they do is that they

jump around to different places and use different phones so that they couldn't be traced, and they'd give you three hundred dollars. Well I was pleading with these guys that I knew to use my apartment. And, part of the attitude for a lot of us was, look no, you're in college, we're doing what we need to do to make life better for the family. You need to do something different, and so I had to go unload trucks and I'd sit there grumpin', like I'm unloading goddamn trucks here to try and make money. I'm not even coming close to three hundred dollars a day and these guys are just sittin' out having hamburgers making way more money than me. But it was their way of protecting those of us, boys, girls whoever, who they wanted to get ahead. They wanted to make sure that you didn't have any blemishes. The same thing happened with city government, they were doing some things that were wrong, they were doing things that were illegal, they were passing payments under the table, and this and that, but no one ever put me into a position to be in jeopardy. And I had a lot of respect in them for that, and in return all I did was, I just kept my mouth shut. So, they did have trials, they did want to pull me in from Arizona, from graduate school to testify, and I told 'em - I asked 'em, how do you determine facts around here, what is it, and they said, well you would have to know of, first hand, of something going on. And that was my way out, because I may have known about a lot of information, but I was never put in a position to know of anything first hand.

There was the war on poverty projects, there had to be a lot of that for those programs to succeed. And back there it was like a tradition. You see, everybody gets parking tickets and nobody pays 'em. They go to their councilman and somebody gets something taken care of. You know the phone number to call and say to the guy, so and so who got a ticket the other day...and that's what I meant by, there was this whole sense, that you know, if someone was ill in the family, if somebody's dad got ill or mom...somebody else's family would say, "Now, you take this over to Mrs. Stenopolos because she's not feeling well today and you take that over so that her and the boys can eat." That was just normal. And when you got out and worked, it was the same thing, you need some work, you need to do something, let me give you this job. It's not an important job that's going to pay this much, but it's something. And it wasn't this pecking order, we're all working for the mosquito commission, or I'm working for the garbage collectors. It was more like, you're doing something to contribute to the family. And somebody else is helping you do it. Why would you be ungrateful, if you're in a position to needing something to bring money in and they're offering you a way of bringing money in, why would you be ungrateful? So, that's the whole atmosphere that I grew up in.

Education

I went to Arizona and went into a Master's program and life became real different. I graduated from high school in '65. Then I went to the University of Arizona. I graduated from St. Peters in '69, but I've had a lot of credits toward graduation. In '68 I was given, what was called back in Jersey, an emergency teaching certificate. I was really teaching in '68 and '69 in New Jersey as a full-time teacher, and I was taking evening classes, because the city was in a world of hurt to get teachers,

they gave us an emergency teaching certificate while we finished up the last couple of credits we needed to take. So, I ended up taking credits in the evening so that I could work full-time as a teacher. I taught '68, '69, and a little bit of '70, that's when they had the strike, that's when I left. And '70, and part of '71, I started trying to run the program and that's when I wanted to go on to graduate school, I realized that I needed something more than a bachelors degree to do this .

What I started to realize was in order to do that, if you wanted to teach you could really affect a lot of folks. And I liked what I thought was going to be the lifestyle change so I started looking around for doctoral programs. And I wanted to stay in rehab, because all my life it's been apply your degree, go on to college, do something, and I was never really doing the things. I thought I wanted to go into advertising and then found out I didn't, I didn't like the business world. I thought I wanted to go into high school, I liked it, didn't necessarily like some of the politics, but never got a chance to be a teacher, I mean I don't know what life would be like if my principal wasn't standing in the doorway and never saw me not cross the picket line. I might still be a teacher back in Jersey, because I had a great time with the students. I looked around, I was partial to wanting to go back to the University of Arizona, and I called an old friend up and was talking with him and he gave me what was good advice, it hurt to hear it at the time but it was good advice. What he said was, "---- you've been through the masters program here, and you've done a good job with it. You know all the faculty, you've had classes from all of us, when you come to the doctoral program, there isn't much that we're gonna have to offer you. When I thought about wanting to go back to a doctoral program, the two that were most known were the University of Arizona and the University of Northern Colorado. There was a lot of rivalry between the University of Arizona and Northern Colorado's rehab programs. I thought I would be better off at the University of Northern Colorado, and they've got a lot to offer, and they are a good program. So, it wasn't a hard jump to want to come here, because Colorado is a place that I wanted to be. My wife, at the time, her folks lived in Boulder. She had become pregnant, so we were going to have our first child, so we figured what's so bad about going to Colorado? I came to Greeley, I got in the program.

That was in '74 and '75. Actually I finished all my course work in 1975 but I was involved with some great kind of stuff, and it was the very beginning of the Rehabilitation Program and I was working with "----" who was the very first director of the program. I was really enjoying it and found out that rehab was so much more than just drug and alcohol stuff, and I was just having a great time with it. So, I kind of messed around getting my dissertation done, which is very bad information to be giving you. Instead of finishing what I should have finished in '75, I ended up finishing in '76. And used my dissertation as my excuse to kind of hang around and work more while I was collecting data and all. In '76 I wanted to teach pretty badly and was offered a couple a jobs back east and when I got back there, everybody fell right into, well you're from Jersey City so you should be comfortable knowing about how such and such's car got stolen, and his cousin was raped. And, you know, these

are some of the reasons I left New Jersey, and the life style is so much different out west and the quality of life is so much better.

Professional

I finished my Ph.D. I took a job in Kentucky because it seemed closer to what Colorado had in terms of quality of life. My marriage was in trouble so it was even harder between my wife and I and a young infant now, and being in Kentucky now, the whole Southern culture was different from anything I had known. Like I said, I took things like Mafia organized crime for granted and was very comfortable, knew how to live that. I was then introduced to Southern types of prejudice and the Ku Klux Klan, which all I would ever see about was on TV, or read about, it wasn't real to me. I saw that in real living color, and lived that, and that came as an absolute shock. So about the end of the first semester of teaching there I walked into the Dean and said, "Don't cut a contract for me; I'm not coming back next year. I'll honor my contract through this year." I said, "I haven't got a clue as to where I'm going, I just know I'm not staying here." I was at Murray State University. In that six month time, that's when the program got funded officially, and they had a position open up. And while we had a reputation of not hiring our own grads, I was at the basis of the foundation of building it, and this was a grant program so it wasn't state dollars, so I was encouraged to apply. I put in my application and they selected me to come in and be the assistant director with "----" who was the director of the program. This was now '77. So I came back in '77 and worked as the assistant director of the program. "A" stayed as the director for the first two possibly three years, then he picked up the grant he now has over in the business college. I became the director of the program and worked with the department over the years. Taught for them gratis, starting advising students and got very heavily involved. At that time they also gave rank to you even though it was a soft money position. So, I was like an associate professor and director of the program. Then some of the folks here starting retiring out, and the Board had put their policy in that said anyone that had been working for the University from 1979, from that point on, if you got your degree from here, you couldn't get your job from here. Well I'd been working for them since '77 so I was grandfathered in. When one of the positions became vacant, I applied, got the tenure track position and moved over to the faculty side, kept the program for a little while, and then ultimately wanted to move away from the program and turn that over - and worked my way up through the ranks. I became the department chair for about three almost four years. Then the Dean's job became open, there was reorganization going on in the college. We were all in the College of Ed. during most of that time. We were put in a college which was then called Health and Human Services. And the person they then hired to be the Dean of the School of Nursing was just automatically appointed as Dean for the whole college of the new college, because it was nursing, rehab, and communication disorders. We were the only three programs in the college at that time. She stayed here for a couple of years and we worked under her and I worked pretty closely with her as department chair, and when she left, I said, "Hey, I think I can do that too." So I applied for the

Dean's job in '88 and got it, and I've been the Dean ever since. So I also got to change some of the things that I thought ought to be changed in administration. So that brings you up to how I came to be here.

Standards Based Education

I have been in areas of professions that have always been sort of standards-based. There's been licensure or certifications that go along with it, and accreditation for programs. So, standards-based education for rehab and for all the other units in this college is not something new. It's something we were used to and it's a little bit of a chuckle to watch other people think of it as new now and think that they have these measures and criteria that they have to be measured against, we've been doing that all along. In terms of accountability, rehab as a whole federal agency, the whole funding source, from the feds on down to the states has always had one of the most accountable programs around. We are audited regularly, we do program reviews on a regular basis. It's built in so it's nothing that's unusual. The way accountability has changed now is that more of the general public is asking for it and they are becoming more educated about what it is that they want and want to see. And legislatures are more political about it. They get in and they yap a lot and they really don't know much about what they're talking about. They're at superficial levels in a lot of ways. But nevertheless, they're in a position to demand certain kinds of accountability. So responding to that doesn't seem anything unusual to me. Even from early days of working with drug and alcohol programs you had to know what you were doing, what medications you were giving people...are you sure you're giving them to the right people, do you have qualified people doing it? We were always into ethical standards as well as legal issues and programmatic accountability.

The leadership end, I truly think that leaders are not born, they're made. And that all of that can very easily be taught, it's behaviors that someone can have, and motivation for those kinds of things, to be able to behave as a leader and be excepted in a leadership role, is not only on you, it depends on folks that you can build some trust and confidence in who are willing to put you in that position. There's just a golden rule that I would live by, if you just treat other people the way you want to be treated. If you feel like being treated rudely, then you're going to treat other people rudely, and there isn't going to be a lot of respect. If you're respectful with other folks, and you're honest with other folks, by and large, you'll get that back. I don't disagree that there should be a lot of heavy consumer involvement, but I do believe in a concept of you don't know what you don't know. As professionals, there's also an aspect that we should bring to the area. And the pendulum seems like it's swung so far to consumers, it might have been all the other way towards the bureaucrats, the professionals, all those who are telling everybody what to do, which was wrong. But now it's swung way too far the other way and it needs to settle out somewhere in the middle where there's a little bit of compromise and those of us that are in the professions have something to contribute as well as those that are consumers of the services. And accept and recognize them both.

Story G - The Story of a School to Career Coordinator

This is a story of a school-to career coordinator. In her story, she discusses her upbringing, thoughts on leadership and her vision of the school-to-career movement.

Background

I grew up in and I am a native of Colorado . I grew up in southeast Denver forty-two years ago when Denver wasn't much of a city. It was a lot smaller. My parents grew up in Detroit. They moved here right before I was born.

Both of them have a degree from the University of Michigan. My mom has a degree in business and my dad has a degree in English. I have a bachelor's in education and counseling, and I have a master's in special education, and I'm trying to finish my doctorate in human resource development at CSU.

I had these really great parents who tried to give us a really nice foundation and basically trusted us to do what we needed to do. And that doesn't mean I didn't get into trouble, because I did. But there was a lot of direction and modeling the way you make decisions and how you decide things, thinking for yourself, being able to resist things that you don't think are right, and then trusting us to go out and do that. Contrasting my best friend, who when we were at her house she had a curfew, she couldn't have boys over, and there were a lot of rules. She got in far more trouble than I did because I had parents who really tried to trust us and for that reason kids would hang at our house.

I have three younger sisters. One of my sisters lives in Oregon and she was a forester and a horticulturist and did a mid-life career change and now she's an occupational therapist. My other sister is a respiratory therapist, and my other sister was a manager of a small business and decided to stay home with her kids, so she just quit her job to be a mom. I was the first one of my sisters to graduate from college with a 4-year degree, but now my other sister did her bachelor's and master's degree to be an occupational therapist.

I always thought when I was going through elementary and middle school and high school that I wasn't very smart. I was a fringe kid in a lot of ways. I had a really bad experience in math in 5th grade. Our teacher was pregnant and she left and we got a sub. She pushed us so hard in math that we finished the textbook months before anybody else in 6th grade but I ended up getting my first "D". I was just sure that I was just stupid and I couldn't do academics and so I excelled in PE and art. Those were the two areas that I was really good in. I just never had much attention or mentorship so I was really a fringe kid. Then when I went to college. I thought "this is easy, this is real easy - I must not be as dumb as I thought I was". I think that I was very shy when I was growing up and it was tough for me. It was just really hard. I have red hair and I didn't always feel like I fit in (it's "in" now; I was born a few decades too early). I don't think that I ever quite found my niche , particularly in middle school and high school and so I did a lot of things to kind of find my niche.

I was an athlete and I ran track. I was in the first group of women or girls to letter at my high school and the big controversy was would they let us in the Letterman's Club? So I forced myself to go to Letterman's Club just because they said they didn't want girls. But it was really painful. I also had a horse and I did some rodeo kinds of things. Then I did my other stuff which was running around drinking beer and smoking dope, so I kind of tried everything to find my niche.

My grades improved dramatically from high school. My mom and I had to go to a conference with the guidance-career counselor before I could graduate from high school. He told me I probably shouldn't think about going to college (I went to a high school where 99% of the kids go on to college), and my mother almost like reached over and choked the man. Interestingly enough, now I'm in a vocational or school-to-career bent.

So I went to UNC and I excelled and did very, very well.

Leadership

I think my heroes are basically people that I admire that aren't anybody that you would recognize like somebody with high profile or famous. They're people that I know that have really persevered and overcome major challenges in their life and done it with some style and class. So I would say my family and some of the challenges they have had are my heroes. My husband has overcome many, many challenges and my husband's niece has gone through three kidney transplants. She's actually going to carry the Olympic Torch for a mile in Washington, DC because she's been this incredible volunteer on donor transplants. Those are the kinds of people that are my heroes. So, I have more admiration, I guess, for the common man overcoming challenges than I do people who are high profile.

I think there's a couple of events that had a profound impact on me where I am now. I know exactly how I got into the career of special education and rehabilitation counseling, which is what I've done for a while until I did more general education school-to-career kind of work. I've always been somebody who sees injustice or wrongs, and when I was young I couldn't fix those. So, when I kind of came into myself and had a sense of "I can do things and I'm able to make changes", I think that's what helped me become a leader. But there are a couple stories or events that I think have been real profound for me.

One was in 7th or 8th grade. We had homeroom class and we were divided up by the alphabet and in my Jr. High there were two special education classes. One for students that were mildly mentally retarded and the other was for kids who had learning problems. Because of my name, I ended up in the homeroom class with the special education teacher for mentally retarded. (The Mc's all went to this teacher, and her students went to other rooms for homeroom). One student happened to have Mc for her last name so she was in my homeroom and she was mentally retarded. By the time all of us got over thinking "oh, this is so creepy" and all that kind of stuff, we thought this is pretty cool to have this special education teacher because she's got the kitchen in her room. We made popcorn, we had Koolaid and we had a pretty cool homeroom. In this class was this girl named Terry, who was mentally retarded

and very heavy-set. She was in my Home Ec. room and I watched her because she was somebody who was disenfranchised like I was, but for different reasons.

And there was a boy, the most popular boy in the 9th grade, named Tim. The most gorgeous, blond, blue-eyed, class president kind of guy. He decided to play a joke on Terry and pretend like he was her boyfriend. Well, the whole school was laughing at this mentally retarded, very overweight, young woman because she really thought he was her boyfriend and he wasn't. It was a big joke. Everybody's laughing but her. And I thought how cruel, how unjust. I can remember when he broke up with her (he had pretended like he was going steady with her), and it just crushed her. And I thought that I wanted to do something but I don't have any power here. I didn't have any ability to make a change. So I just watched and thought it was so unjust, and that is one reason why I got into special education. And I think the other thing that was very profound was, I stopped being shy at some point. I'm still shy inside but nobody knows it.

I went through high school, managed to avoid taking speech class and I did the same thing in college. I was terrified of public speaking. I started a program in Aurora that got a lot of national attention that asked us to do presentations. This was one of my biggest fears that I overcame. Now I'm really good at it. It's something I enjoy and I tend to work well with groups and with crowds, and it helped me with my leadership responsibilities. I think for most people having a vision about how you change something and then overcoming some things in your own life so you can relate helps you become a leader.

The other thing that I've learned is that the way you lead is real significant. And you can do it two ways; you can go ahead and say to people, you're not doing things right and I'm going to show you the way. Or, you can go in and say to people, you guys are great, let me help you get to the next level, because you're good enough to go there. They don't make change by being punished and told that they not good enough. When I was growing up I had the vision that I wasn't OK until I had some experiences, and had some people say, you really are valuable, you really are worth while. And so I think that's the way I changed; not beating up on me, or punishing me or making me feel bad, I already had all that. It was saying you're good enough to do this. I believe in you. So, those are my stories.

I didn't decide to get into a leadership position. It happened because it was the path to make change and make the system better. It's interesting because I think as I'm in the Ph.D. program or whatever, people say do you want to be an X, do you want be a principal, do you want to be a superintendent, or do you want to go into business and be a human resource director. What I want in a job is a set of elements that allow me to make change and help people change a system that's pretty difficult to change. The jobs that I've had in administration, I've always had support where I could be entrepreneurial, and if I didn't have that I wouldn't be doing this. I don't want to be a principal. I might be someday but it will be because the environment allows me to make change and make things better for

staff and students. And so I don't really have a job I'm shooting for. It's a set of elements in a job that allow somebody to help people support people in their change process.
And this environment, working for a state agency, is very interesting.

We had a young woman that worked with us and she moved to Oregon. She got a job in a state agency, and she was real excited because she came from Colorado and she thought this is going to be great. And she found out that the state agency she's working for is regulatory, it monitors, it corrects, it slam-dunks, and it was a total monitoring regulation kind of environment. Our environment is very entrepreneurial; what's not working, where do people need some support, and then you go for it with your projects and what you set up. I look for certain elements in our culture that supports me in my skills, vs. a job title.

I'm not sure what my job title is. I am working really hard with school districts and with school-to-career partnerships, to understand how you can implement academic content standards, and at the same time prepare kids for life outside the school, which is quite a challenge. Then I coordinate the western slope, and I have some other responsibilities within those towns.

My responsibilities with the governors office are very interesting. You see my mom thinks I'm a celebrity, because every time she reads something in a newspaper about school-to-work or school-to-career, she calls me up and says, I see you in the newspaper and I'm like, my name was in the newspaper? Oh, no, no, but what you're working on was.

Education: School-to-Career

A couple of years ago when the School-to-Work Opportunities Act was passed, any state that wanted to could get a development grant. And, they got a development grant in Colorado for school-to-work, to figure out what Colorado wanted to do. So then I was on a task force and I said let me recommend some other people who will be leaders on the task force. I was writing the grant for implementation, and I had a vision of school-to-career and really wanted to be part of the leadership. But I did it by way of being supportive and helpful, and looking at what was needed.

So when this position came open, we wrote the implementation grant and were funded, and I was the leader of the writing team for that. We were funded and we put together the site visit because our proposal was accepted and they were going to come visit.

The way we have it designed is that there's a small school-to-careers office under the Lieutenant Governor. There's a director, an evaluation person, and a administrative support person. Then each of the key agencies; Dept. of Labor, Dept. of Ed, Community College and Occupational Education System, Commission on Higher Ed and Governor's Job Training Office, the JTPA agency, and Vocational Rehabilitation all have a position attached. Our job is to be part of the greater effort, focusing on my system being education and what do educators need to bring this forward.

Then from there we have seven implementation sites which receive big grants because they were further along with this. We have thirty-one development sites that are just starting to develop. This year

and next year we should have $8 million and we will bring on many more partnerships. So part of what we do is getting people to understand what this is. It's not a program, it's changing the whole system of education and it involves business in a very different way than business has ever been involved before.

The big change for business is that they like to come in and tell education everything they're doing wrong, kind of beat them up, and say fix it and walk away. What we're saying to business is that this has benefit for you, because you'll get a better prepared workforce, you'll be better off in your business and not in a way that you're big brother or big daddy, or the judge and jury, but in a way that you're partnering. You need to start providing work based client experiences for kids; job shadowing, intern mentorships and you need to get at the table with teachers and help write the curriculum. So when the science teacher is teaching science and has to respond to academic standards, they are using your business.

I think it's working. I think there's an incredible amount of synergy. People are excited, people are feeling good about it. People see that it's meaningful, and so I think that there's a lot of synergy. Nobody has a comprehensive K-16 system at this point. But everybody's doing pieces and everybody's thinking in a different way. So I think that the partnerships are coming together, that people are excited and it makes sense to them, and they're not doing it because the government, or the Lieutenant Governor asked them to but because it made sense. I think business is slowly getting involved. The president of Norwest Bank has just committed to work on this, and he's going to have all his bank people involved, and he's going to be a key spokesperson. And we're getting people from big organizations to small organizations. So I think there's a lot of synergy, a lot of excitement.

We've figured out, as a state team, how this should all flow together, and how this should be organized, and we're developing the tools that will help lead and help support the local people without mandating and requiring things. So I think that's a switch in the government program.

The biggest challenge is to change the system. I mean, we have 37,000 K-12 educators that all need to look at things differently and look at how they teach differently. The first grade teacher has to say, how can I lead preparing for work into my first grade classroom. So that's a huge challenge. The other huge challenge, I think, is involving business and industry, particularly small business. Eighty percent of the businesses in Colorado are small and medium sized businesses, They can't release somebody from their team to go and work, so that's challenging. And in rural Colorado you drive down a highway and it widens and there's a school and sometimes that's the community. How do we use technology to bring the workplace to those students? There's lots of business in Colorado but it might be focused in agricultural or focused in an area, so how do we bring a wider perspective to kids?

And I also think that the other challenge is going to be to help teachers teach in a way that builds resiliency in kids. So I think that there's a lot of challenges, and they are big ones. I think that there is a lot of fear about standards based education out there, and that's kind of what I respond to when people are afraid or nervous or don't think they can do it. From the teacher's perspective, they're

concerned about the accountability piece and so the fear there is that they could get more entrenched in textbook, lecture, testing, instead of opening up their teaching. And there is a lot of pressure from this perspective.

For parents, I think they like standards until they're the parent of a kid who's struggling and they're going to say "if we have standards now, my son is already having trouble, what's going to happen to him?" And that's why we decided on school-to-career because you learn the concept of math, triangulation in the classroom, or go out and look through a transit and survey something. A functional way of teaching is going to help those kids that have trouble with straight academic, sitting at a desk, reading and writing, and learning in that kind of rote way. They are going to see academics as useful and applied and it's going to be much better for them.

For students, their fear or their concern, is that they won't be able to make the grade, or they won't be able to get into college, or it'll mean that they'll have more homework. So, I think there's a lot of fear out there. I also think there's a lot of excitement out there. I was concerned about the disenfranchised population and will this increase our drop-out rate? Will more kids struggle instead of fewer?

But I think if it's implemented in a way where kids really see the relevancy, it's going to be nice. It's going to give the community accountability. I don't think that all the education bashing is deserved but the bottom line is that's the perception out there and if that's the perception, that's what you've got to work with. That's the huge job of schools-to-career. Developing some supports for teachers, some documents that are going to help them see that you can teach academics and still include the other. It's how you teach and it's the way you teach, so you're not watering down standards. I think as far as school-to-career there are some myths that it's going to water down curriculum. Actually it makes a much higher level curriculum because you're doing critical thinking. Or that it's going to be an add-on. It shouldn't be that we'll do academics now and school-to-career later. It's just part of it.

That's our challenge. To help the 37,000 general education teachers see that this helps kids reach high standards and it's not something different or separate. So that's my challenge.

Story J - Superintendent's Story:

"It's easier to send a kid to Penn State than to the State Pen."

Beginnings

I was born in North Dakota in November of '45. My mother and father got a divorce when I was two years old. And somewhere by the age of three, there were five of us. My dad kidnapped four of us and took us out to northern Idaho. My mother eventually tracked us down, took dad to court and in a new state, won custody again. She left two of us--a semi invalid brother and myself--and took the other children with her. So I grew up in a split-family, split-sibling. Consequently, as I was growing up, my father worked nights in a saw mill, so, from a very, very early age, I found, if I could get into bed somehow before about two o'clock in the morning I was relatively safe. That left me a lot of opportunity for some poor decision making. I got moved around from lots of households, grew up rather angry. I actually met my mother at age 13. And although I don't remember being angry during that experience, I'm sure I was. But I was cool. (laughter) And when you're cool you don't let that anger you. I was a fighter.

I got into a lot of interesting scenarios in schools. It was the day before due process was a part of who we are and what we are about in education. If a principal decided that I was no longer going to be there, I was no longer there. And I can laugh about it now, but that happened on a couple of occasions. Because of all that, I got into boxing. I also knew all of our law enforcement officials in town, knew all the judges very well. It was a small town, and I was asked to consider going into the military. Perhaps they gave me some other options--not particularly attractive options, so I went in the army. I came out, what is called a slick-sleeve. I didn't have a lot of stripes. See, every time I was able to get a stripe, somebody wanted it back!

I came back out, and was working in a saw mill. And after about a year, the IQ. of the boards and myself were somewhat on an even plane--in logging talk that's an intended pun. So I decided to go to college, but I didn't know anything about it. I didn't know how to enroll, didn't know that there were different schools. At enrollment the guy in front of me signed off in the school of education for psychology and history, so I signed up in the school of education for psychology and history. I worked at the same time that I was going to school. During that time, I didn't have a lot to eat--used to go down to the tavern and have peanuts and a beer. That was my food because, you know, you had to pay for the other things. So, I worked through that, finished up, college actually by correspondence.

Teaching and Learning

At age 23, while I was doing my student teaching I found out that I absolutely loved classroom, and I loved kids. It was just such an incredible experience, one like I'd never had before. It happened that my student teaching experience was in U.S. history. And to this moment, I can tell you exactly when I knew that I was going to enjoy what it was I was doing. I was teaching a lesson on the Revolutionary War, talking about Boston and the colonists and how they were all "teed-off" and throwing tea overboard And as screwy as that sounds, what making the pun did for me was allow me to understand that it was okay to present humor into a classroom. From that moment on, teaching was just a natural love! So while I was doing my student teaching, they offered me a full-time position. Of course, I hadn't finished student teaching, but I accepted a teaching position in psychology, and then I finished college by correspondence.

I think that I probably know now, I don't know that I knew then, what made teaching an enjoyable experience. I received all of those kinds of accolades and traditional, recognition -- the outstanding teacher and those kinds of things. Yet every time I thought I was pretty good I would learn something new and say, "Holy shoot! Do I have a long way to go!" So the whole maturation process was kind of interesting. But what began to make a difference for me was that I began to understand some things about people, through teaching psychology, that I did not understand before. I can almost identify an event.

My class was doing some group activities --some circle kinds of things. It was interesting because what we were doing was laying out and dealing with the whole self-image piece, asking questions like how do you goal set, and how do you develop your self-image? We did the whole virtual reality piece of synthetic visualization--all of it. I laid that out for kids, and it astounded me that kids were able to pick up on it and begin to do some things for themselves, including goal-set.

One of the activities that we did involved kids and teachers. I said to the kids, "What I want you to do is write down a statement about three teachers that you have never said anything positive about - to their face or to anyone else. I just want you to write a positive statement about them." They did. I collected all of those, and put them in those teachers mailboxes. The astounding effect came both from the kids' and the teachers' experiences. The kids shared in talking about who they'd written about, and why. They got to their true feelings versus that superficial response that kids might share in a public environment--all of the superficiality dissipated. They were beginning to value human beings, and they could tell you why! It was just an incredible experience. The second half of that incredible experience was staff members, who

probably in their careers in education had never received positive feedback from anybody, starting getting floods of messages from kids. This was in a high school, and at that time it was only a two year high school but it was about 1,200 students. Consequently, I had several of those teachers, in one way or another, question me. "Was this real? Did kids really say that?" It was just an astounding experience for me because what it did was increase teachers' relationship with kids and therefore, kids' chance of success and productivity increased. That was just a stumbling learning experience for me, but consequently, I really understood self-image and motivation and those kinds of pieces . It gave me a pretty good background.

But I'd had some nerve damage in my ears, and consequently, when there are classrooms of kids that are not real, real close to me, I don't always hear quite as well. And I began to answer questions kids weren't asking! That's when I knew it was probably time to try and figure this thing out.

Administrative Experiences

At this time, there was a vice-principal position open in a junior high, and the principal asked me to go to lunch one day. During lunch we got to talking and he offered me the job. So I took it and worked there for a year and resigned. Then he talked me back, to come back a second year. I went back, and I resigned again. I had a wonderful time with kids and staff. I mean it was a real positive experience, but I missed the classroom. But then, a superintendent got involved! He transferred me from the junior high to the high school as a vice-principal. I was there for one year, had a great time, just worked my tail off. The next year the superintendent appointed me principal of a junior high that was not doing well. We were able to turn that around, probably in about three months -- and the state recognized it as one of the outstanding junior highs in the state.

But I'd, resigned after my first year, and they talked me into coming back. I resigned after my second year; I resigned after my third year . . .because that was part of my original deal, that I would go back to the classroom. In six years in administration I had resigned six times. But then, the superintendent transferred me and I became the principal of the high school where I had taught, which now went to four years and which was about 2,400 kids.

I spent four or five years there. Unfortunately, that was at a time went the state funding went down. And we went from being a light house school district - recognized nationally--national diffusion at work, and a lot of other things--to handing out a ream of paper to teachers and saying, "This is your paper for the year; use it

well" - five hundred sheets. We'd been on a pay freeze for three years; I'd been on a double shift for two years. My academic day was 12 and a half hours, plus I had all of the high school activities for a student body of 2,400. Finally, I said, "I've got to do this thing differently!" We (my family and I) went out on a professional search and said, "I'm going to have a different experience." We interviewed 8 places nationally, and were offered five jobs and we took one in Wisconsin, in a school that had been living off it's laurels from the early 1950's. The staff was ready and did some incredibly neat things.

Well, I don't even know how to describe it. What I started doing there was becoming absolutely focused on kids. I'd been slowly, administratively progressing more and more towards understanding what it was I needed to do. But, here's an example of one of the things that I did. In a student body of 1,500, I went out and sang happy birthday to every kid. As screwy as that sounds there were about three things that happened; one was that it was one thing that every kid could be recognized on a equal base. Everybody, regardless of who you were, rich, poor, black, white--you were all recognized equally. And I hand wrote a card to them and then went out and sang. And believe me, I really made a fool out of myself but we did it. What happened was the relationship with kids, the response of kids was absolutely astounding. Kids would begin to tell me, (and this would be like September), "Well, I really don't want you coming into my classroom *on January 13*. Okay?"

Also when I would go out into our community and parents - I mean it was just, what a relationship builder. Parents would just seek me - I couldn't, my wife and I, couldn't shop in our home town. I'm serious! Like going to church, we would be two, three hours at church because people just wanted to talk. So that whole hunger of helping kids recognize themselves and therefore their own potential was kind of exciting.

We also really focused strongly on what it is that teachers need to do to increase the probability of success for students. Tell kids what they need to learn and why. Do that every day on the board in the same place. I want them to come in and I want them to know what they're learning and why they're learning it. That way we don't start playing this game of. "Why am I doing this--Are we doing anything important today?" All of that talk diminished, and the behaviors that go with it. While I was there they went to an 18 year old attendance law from 16. And what I found out was that the educational system, and me included, didn't know how to deal with those kids who didn't want to be there. Well, it took us about 6 months to begin to work through all of that, but by the end of the next year the mandatory 18 was no different than the mandatory 16. And we were able to accommodate the attendance law. More importantly, I began to understand that it's

cheaper to send a kid to Penn State than to the state pen, and you'd better funnel resources in on the front end of the kid or society is going to have to funnel it in on the back end for now and forever.

And then we received a blue ribbon award **[from whom for what?]** for the school, the staff, the community did. After four years, when, we as a family, decided not to stay there, the community heard that I was leaving and did a petition drive to create a larger salary for me so that I would stay. It was flattering, but of course that wasn't any part of what the move was. But, it was an incredible experience.

And then I - we chose to come back out west. I applied at a high school in one place and was fortunate enough to get that. I was having some incredible fun in that school. For example, you hear a lot about career pathways-- well, I don't know that this is true, but my suspicions are that we probably started that phrase nationally. We did a whole career pathways piece. There was only one other school in the nation, in the central valley in Spokane, Washington, that we were aware of, that was even looking at it. What we found out was that we were a long way ahead of them.

Anyway, we were doing a lot of fun things and the district at the top level was going through some trauma, rolling over superintendents pretty fast. The district got a new superintendent who over spring break called me into his office. We were downsizing at the time, and I honestly thought what he was going to say was, "It's good that you didn't lose all your packing boxes cuz you are gone!" Well instead, he offered me the assistant superintendent spot for the district. I just laughed and said, "Not a chance There are 5 or 6 more people that you need to ask." And I mentioned their names. After a couple of weeks--well, that's not true--after about 4 or 5 days he talked to me a lot and convinced me that I needed to take the spot. And so I did.

What I stepped into was a whole political warfare that I would never want to experience again. It was reformist patrons on a school board who were vicious in their process - and that was a public piece. And after three and a half years of doing that kind of stuff, in a system of 22,000 students, I wasn't spending any time with kids. So I reevaluated what I was about and what I needed to do. I decided I was going to one of two things. I was going to move into a smaller district where I would have the chance to work directly with kids and staff, or I was going to go back and be a principal of a high school. I knew I would have to move to do that, but as a family we were prepared.

So as it turns out, we applied for a superintendency at one place and were fortunate enough to be offered that. The total student population there is 1500. I already have had opportunity for student contact! I started appropriately on April 1, of 1996 and, obviously I'll never forget the day - how foolish that district was. But

immediately, it paid dividends for who I am personally. There are only 4 schools in the district. I go to one school every morning; start every day in a school for 4 days a week and then a fifth day in the admin. office, right at the beginning of the day. I'm out with kids and staff and talking, laughing, giggling, visiting, being accessible, etc. So, immediately, the life style that I enjoy was available. And, yeah, we're going to make a difference by the time we're done. Because of the kind of business education is, it's more like a family than a business. And I often wonder if that has not been my motivation.

Standards and Philosophy

I had a principal, a fellow principal who became the assistant superintendent in the district, who really opened up the world of learning to me. There were almost three stages of learning for me. There was this public school experience that metamorphosed itself into a collegiate experience at some point, and I thought I was beginning to become a critical thinker and all of those kinds of neat things. That embryonic episode turned into another level later on through this one principal's eyes. He had a certain way of speaking--always saw things in a positive way, and somehow that is something that I look at. I do not see problems; I see opportunities. I see people as the greatest resource we have, and that we have all the answers we need, if we just allow ourselves the opportunity to get there. And I have yet to find an issue that we can't solve if we choose to. He began to open up that door of understanding for me - brought Madeline Hunter into my life and knew her personally. In fact she ended up doing a number of workshops in the schools that I was a principal at. So, I begin to move to another level of beginning to tie feelings for kids and wanting success for kids, to some foundations of instruction.

I think that foundation is the bridge to what I've derived as standards. I think the Mastery Teaching Concept, all of it, really has been building a bridge to our present education. I believe that standards based education is the educational foundation for the next 100 years. I believe that's the cusp that we're on.

When most people talk about changes in education they go back to 1983 and *A Nation at Risk* . However, if you go back, even into the 50's and into the 60's, you see Spady doing his work in the 70's, not the 80's or 90's, and beginning to identify outcomes. I think that intentionally, and or inadvertently Spady's work advanced us to a real high level. In 1995 CNN, Time Survey, and Gallup determined that education was tied with crime as the number one issue in the U.S. It's the first time in education's history.

I have long believed, the concept of common school means - among other things that part of education should be some common experiences for Americans to build to build upon, or U.S. citizens to build upon. The work of about 1986 or so, with the National Council of Math teachers and their work coming out in about 1988 or whenever it was, really laid the foundation for other disciplines to get after that same approach. I happened to be in a school that responded to that pretty quickly and we began to do a whole integrated approach to learning and application of content. All of that work has not been lost, and people who simply look at our standards and movement, who have not looked at history, see it another way. They don't see it tied to anything. "Just wait around long enough and it to shall disappear." I don't think anything has disappeared. I think all of other pieces have become residues, catalysts within the foundation help to us with the standards piece.

I've done a lot of work with standards in my present district. And my staff has been really supportive of moving on it. I don't know all the reasons for that, my guess is that their readiness was there. It wasn't necessarily anything that I helped them identify or ready them for, but we have looked for opportunities to work together and to move forward.

Well the first thing, walking into a new district, the structure of the district had been set up pretty nicely. We weren't doing what we could necessarily do with it--but it was good for a smaller district. They had seven discipline areas covered. Each one of those discipline areas had a facilitator attached to it, whose purpose was to facilitate the curriculum studies, etc., within that discipline. That had been going on however, what had not necessarily been going on as well, was that they had not been talking to one another, and they may or may not have been moving toward standards. One of the things that happened real quick like, with my being there, was pulling those folks together giving them an idea of the big picture in the standards movement. It was the first time that they had a group had ever heard that. Next, we spent a lot of time looking at 1313--understanding what the law is--just analyzing it, almost on an awareness level that you would get in a lot of workshops, and asked what are the impacts? We set up another meeting to identify those things that we need to do in this district. "If we do them, and do them well," we said, "we're going to be able to implement standards." So we had a rational in place about why we needed to go after this.

Besides the legal reason, we asked, "What exists?" Tim Waters, who used to be superintendent in Greeley Six and is now the head of McCrel, did a study, of the affect of the standards movement within Greeley. What he found is that standards--the movement of standards--raised the floor and raised the ceiling simultaneously while narrowing the

gaps--both gender and ethnicity --within the academic learning environments. Using all of that as a framework for sharing with staff what we should do, we pulled them together and we did the affinity thing with the sticky notes. I had them write down all the pieces, put them on the walls, and begin to group those ideas. And they did. Because it's a smaller district I have to do a lot of this - in fact I've done it all myself. So the next day I turned around and put those into rough draft action plans and sent it right back out to them. We set up the next meeting, which was going to be a retreat where we were going to spend all day. We created real simple and quick rubrics on each of those action plans and the steps in those--Do you agree with it? Do you not? Do we need to change it? Would you add others? We asked them to have that prepared for this retreat. This retreat blew these folks away.

We had computers in a room, so as they would finish a piece we had some support staff turn that information into hard documents and get it right back to us. What we ended up with was the proposed implementation plan for standards that is mandated by law, which our folks had never done. With that all in place, we took that to the board, and they received their first education piece on standards. The next board meeting I'm going to ask them to adopt the implementation plan. It looks like is a construction work chart, with all the time lines, all the tasks, the action plans we need to support it.

In the mean time, each one of our disciplines has set up a standards based workshop this summer. They've invited folks from other curriculum areas to attend theirs, so the integration piece is starting to happen. We even have some initial assessments. We sent 19 folks to the assessment consortium this Spring out of the 80 or 100, whatever we have, so we had a pretty decent representation. I was just totaling it up in my mind yesterday, and if I'm right that there's 80 staff members, then theoretically 100 % of our staff has been exposed this summer to work in the standards area. What they're waiting for is the board to endorse. What they're concerned about is the board, in the past, has walked away from some things and kind of let them hang. That's not going to happen this time. But the staff is concerned.
And, obviously, the goal in all of this is to help kids achieve, and that whole Tim Waters story is what we need to be about - replicating it.

So the things that I think are different in our district, presently versus walking in three months ago, and I don't necessarily feel this but I hear this, that there's a peace and comfort again because they feel that there's leadership. And somehow that stability has permeated the organization, the understanding that there is leadership and that fortunately or unfortunately, the leader has some understanding of educational learning environments. The second thing is bringing in the shared decision making kind

of philosophy that I have, at least in theory, of empowering others. That's new for them. An example of that was, last month one of the principals walked up and asked me what color I wanted the lockers in the school. I laughed and said, "Excuse me? It's not my building. What color do you and your folks want the lockers?" And they made that choice. That was a very simple example, but that was the level of non-empowerment that these people have. So we have a whole lot of learning to do there too.

But as far as education in general and where it's going, I think that there are two things. One is the passion for education, and that our passion can not be selective. We have to have a passion for all kids, there are no throw away kids. And all of those are words that we have to just stop talking. And each of us has to take some community challenges that we have chosen to avert if we're ever going to move our educational system ahead. My belief is that the superintendency is a very vulnerable position. A person has to be a non-anxious leader but a convincing leader. If we believe in a free system, if we believe in public education, if we believe in equal opportunity, then it's time for our voices to stand up and work with some people whose voices are not being heard. I do not typically see that. Large district or small, I'm not seeing that behavior in our profession and that disappoints me.

I don't know that standards will help the process from a public perspective, but it will help the process from a learning perspective for kids. At least that's my belief--and it's based on limited research that's out there. But if the research continues to pan out, I'm going to be ecstatic because it accomplishes what I want to accomplish, with the exception of the external social environment. So I think that we've got to help move the social conscience out into the public. I see that as one whole direction to move. We talk the game, and in particular I'm talking about the West and the Mid-west. My guess is that it's not particularly different in the East, but I don't know that to be true. I'm only talking from experience, not from research, but we need to stop talking and get moving.

The second piece is that if you take a look at people like William Dagget, who talked about the different application levels that the Europeans use (we use a Blooms Taxonomy they use a different level of application) and follow what has happened in those other environments, then to create the best of both worlds, we need to move up Blooms Taxonomy and increase the application level from classroom to real world to global---from everyday to real world to global, at least those four levels of application. If we do both of those simultaneously, and lock in that grid with kids having experiences, and also being challenged greater, then kids are going to have a great shot at life. And that's all I ask, is that kids all have the same starting gate, or at close to that as we

can, to get after life. From there they can make their own decisions. And what do I see? We're going to grow and learn in ways by which we have not taken the opportunity. But the integrated curriculum is not there yet. We have espoused integrated curriculum especially in humanities, but intermittently in math and science both. The larger pictures we necessarily haven't taken on, and I think that's going to be taken on because of standards--because of necessity. It's almost like scarcity in resources. When you have scarcity of resources you go out and find more resources, and you do that through partnerships. Well, because of scarcity of time to come up with assessments, scarcity of time to deliver content, we're going to have to integrate our approaches more and more. I think standards will have been the catalyst for us to begin to do that.

I think standards help kids with exactly what they should know--just like going back to that question that I asked kids, "How do you know when you get there, if you don't know where you're going?" Standards clearly answers that for teachers, for kids, and for parents. And it can for the larger community, if we choose to share it in a way that they understand it. On top of that, we must hold ourselves accountable and kids accountable. To assess our progress is a critical piece. Whether we call it standards in the future, or some other terminology, this is the baby that is giving birth to the new generation of education. How that's going to grow into adulthood, I don't know. But I think it's going to have all of the characteristics and personality traits of what we're seeing presently.

Story K - Teacher and Staff Developer

The following is the story of K, an elementary school teacher and administrator who has moved in and out of the classroom to follow the ideals of teacher education. K currently teaches in a small "traditional" school in the Denver area. K told her story to me in the relaxed atmosphere of my dining room after we had lunched together. Her insights into Standards Based Education come from her first hand experience as both teacher and teacher trainer.

Autobiographical

I was born and raised in a small town in Eastern Colorado with a population of about 2,500 people. It was a nice little town, and I was there until I was eighteen. It was a good community environment. My father was a professional man in town, and so the family was well known. I was the fourth out of six children, so my siblings had pretty much broken path for me growing up.

It was a very laid back life. I had a lot of freedom, a lot of opportunities to explore and be independent. I spent a lot of time with friends growing up and also a lot of time just by myself. I love to walk, and hike in the hills around my home town, and just spent a lot of time doing that as well as socializing with friends. I guess I'd say that growing up in X is like growing up in a glass nest. There was a lot of security, but everyone--everyone in town--always knew what you were doing!

Education was a priority in my family as it was in the families of my parents. My mom and dad grew up in a generation where that wasn't necessarily true for all people. My grandmother was a prairie educator, and so education was very important for her. My father went through, I think nine grades in a small town in Eastern Nebraska and then left home at age 16 and independently pursued the rest of his education and eventually became an attorney. My mother also grew up in a small town in Nebraska and went to school through junior college and received an associates degree, which was fairly unusual for that time period. So, education, was valued and supported. Mine differed in that, I think as the fourth out of a family of six I didn't always get as much encouragement as maybe my parents did at that point.

My K-12 experience was not particularly wonderful. I didn't realize until I was an adult and went into education that I had been a child with learning disabilities, that went undiagnosed. So my self-concept through school was really low. I was a slow learner, and had to do some remedial

reading. I remember very clearly doing remedial reading in the second grade. And I think there was less awareness of learning styles at that time. My learning style wasn't the most popular so I struggled, all the way through school *academically*. And did well, I think, particularly in the Language Arts areas. Math and Science were difficult for me, and I really did not do well. So I had great concerns whether I would be able to go to college, compete and do what I needed to do.

So I loved the social aspect of school in a small town, and that was the best part for me. I probably belonged to every organization that you could belong to, and keep it balanced. I was in Band. I was in Girls Athletic Association. I was in theater and drama -- you name it; I did it. Co-curricular activities probably kept me involved in school, where I would have become really discouraged otherwise. I also had a good peer support group. My friends were very supportive of that and helpful when I struggled. And there were a couple of people that were formative I think, in my elementary and high school academic career. Actually, they weren't people that I even kept in touch with, but I think that they had instilled in me a sense of importance and the belief that you don't have to be the number one person to be important and to count. And that did encourage me to go on.

I had a band director in high school, who was actually my teacher from fourth grade through high school; he was a wonderful man. He taught me that not everybody has to sit first chair to be important. That to have a band or an orchestra you need all parts and all people. On the days that I'd get really discouraged, I'd think about that - to have a full sound and a full world you don't have to sit first chair. And that was important to me. I also had a business teacher who, while hard on me, also used to tell me, you have far more potential than you believe you have. You can do this. You don't have to live in the shadow of older siblings - you have your own gifts and talents - go for it. I mean, as far as hanging in there when the academics got tough, those people were important. Although, the expectation was there for me to attend a four year school, and to complete a degree, I wasn't heavily pressured to do that, but there was definitely an expectation to go on to school after graduating.

I graduated in the late sixties, and there was so much social turmoil that there was definitely an expectation to go to college at that point in

time. I had a sibling that was in Viet Nam. I had another sibling who was already involved in drugs, and I had always been the conformist, the one that didn't rock the boat . At that point I knew that was what a good kid was gonna do; a good child was going to do, what their mom and dad had wanted them to do. And I was going to show them that I could. I think I wanted to prove that I wasn't stupid, that I wasn't dumb. That besides what the statistics might say, I could go to a university and succeed. Part of it was for me, I needed to prove that. I'd also lived a *really sheltered* life-- I'd lived in the same community for my whole life, and had gone clear through school with the same 57 kids that I graduated with. As much as wanting to know that I could do it academically, I also wanted to know that in a somewhat protected environment that I could go out and meet people and form new friendships and live independently. Going to college wasn't as frightening as living completely independently. I think that played into the decision to go - it looked like a fairly structured way to move away from home.

And college was pretty much what I expected. Again, it was the late sixties, I don't think that I went away to school thinking that people were going to be marching and burning buildings and doing a lot of the things that happened in my first two years in college. I don't know that I could have been prepared for the social unrest and the social changes that occurred after leaving this little glass nest of 2,500 people - that was a real challenge. I did very well academically the first couple of years until I learned about a social life. I did meet new friends and created lifelong friendships. Some of them were lifelong, a lot of them were fleeting. My college roommate, I think, was a real constant - I kind of lost my bearings a little bit when she had to take some time out, for family issues, and to take deal with some personal things - I felt pretty unanchored.

My dad was important during those times. I could call him and tell him what I needed. I had transferred schools and left CSU and had gone to another school. Stayed for about two weeks and just hated it. I went to class the first two weeks, and called my dad at eleven o'clock in the morning in tears and said I simply couldn't do it anymore. He canceled everybody on his books, got in the car, came up, picked me up and brought me back over to CSU the day that late registration closed, got me in and paid the late fines and never, never blinked an eye. In about fifteen minutes that morning, he had cleared a complete calendar and taken off to come do

what it was going to take to keep me in school. That was the kind of support that I felt from him at that time. I didn't finish with a degree. I quit 13 quarter hours short, and married and then returned to school later, after I'd had three kids. But I didn't see leaving as a failure and I didn't think a whole lot about it at that point.

I was married for twelve years before I went back to school., and when I made that decision, my husband was just so wonderfully supportive. At 33 with three little kids -- one still a preschooler, and other two in early elementary years-- he agreed to whatever we had to do so that I could go to school full-time and not worry about it. He was incredibly supportive-- helped to pick up the slack around home and made sure that financially - my education was he supported. That was really important, I couldn't have gone back to school without that kind of support from him when I went back for my B.A.

Professional

I think I was born a teacher. I was always involved with teaching-- whether it was younger siblings, teaching summer school at church, or teaching swimming lessons, I was always drawn to children. I guess I've always felt that that was my gift to give. So, I don't know that there was ever a question in my mind that I would teach. I was just always there, I'd always done it at some level or other. I shifted focus - the first time I was in school my major was speech and theater arts with a minor in English, and I'd assumed that I would teach the secondary level. And after I quit and had my own children, I went back and worked as a paraprofessional at one of the elementary schools, and realized that I didn't have any desire at that point in my life to do secondary education. So the focus shifted, but I think I'd always wanted to be a teacher.

The best part is that every day is different. The reaction from the kids, the kids themselves make it new everyday. You drive that to an extent, emotionally and academically in your classroom. You have those kids who stick in your mind who you remember and touched-- you did something for another human being.

Oh, of course there are bad parts too. The bad parts for me are mostly the frustration with the bureaucracy end of it. The constant concerns about budget, and the political posturing in education that go on. It seems that it's a constant search -- every two years you have new buzz

words and every two years you're into a new process. That's frustrating in a way for me. I think the other thing that is frustrating for me is that -- at least in my experience-- it seems a lot of the teachers that I have worked with have sort of a narrow focus. They spend their whole life with kids, and it seems that they have a hard time breaking out of that. So in a work environment, you're in a room with children in a pretty isolated situation. You don't have a lot of interaction with peers if you're a self-contained elementary school teacher. And when you step out of that arena and you go to lunch, other teachers are still talking about kids, and they're still talking about the classroom. That's probably been the hardest thing for me, it's a pretty isolated feeling after twelve, thirteen, fourteen years, to walk in everyday where you're the only adult unless you've got a para-professional who comes in for just a little while-- and that hurts. . There's also an element of competition there which complicates the situation.

Teaching and Standards

Our particular district has been heavily involved in standards for five or six years. And we've gone through a very lengthy, slow process with that implementation which I think has been very good because it was slower and involved the community. I don't think that we went through a lot of the flak that some school districts did, because we didn't try to foist it upon teachers or the community all in one shot. There was a lot of community involvement in that process. We've been through many phases from beginning with the early outcome based stuff to standards. In our district, we had originally written seventeen standards, and then came into compliance with state standards. We have five in place at this point with the second language, the arts, and health. still being written at this point. So it's been a real comprehensive plan.

My role as a teacher during the past five years, has changed where standards are concerned. First - just starting off with familiarizing myself with the concept, actually I cooperated with the districts attempt to familiarize everybody with the concept behind outcomes. Then, I actually began making that shift from multiple choice testing and textbook learnings, to a different philosophy of delivery and assessment. I sat on the social studies committee for writing their original set of standards - I was with

that team, and became familiar with that area initially. Then did a lot of work in looking at constructing lessons differently--shifting from text book driven curriculum to a more standards driven curriculum. I did a lot of work then in the assessment area of moving away from textbook tests to workshops on rubrics--the entire assessment process. I found it interesting yet difficult to make that shift.

Again, there was a district thrust to move in that direction, but as in any district, if you hire new administrators who come in the middle of the process, and they're not aware of the ground work that has been established, you can hit some real frustration. We hired people from out of state who came into the building having no idea of Colorado Standards. And we kind of floundered and fell on our face for awhile because they were not requiring any kind of follow through because they didn't know what they were looking at. I think things got real disjointed until we started to align ourselves with the state standards.

At that point, I was not on one of the core curriculum committees that rewrote and realigned the standards. It was a real lengthy process, consolidating what we felt was important, getting it in alignment, rewriting the rubrics that were aligned with assessment tasks the district wanted to use, and I didn't commit myself to that kind of time. It was about a three year process. But last year I made another shift and got very involved.

I co-taught in the classroom half-time--*theoretically half-time*--and I did staff development from formation of the standards, Colorado standards, district standards the other half-time. Our district received a Goals 2000 grant and the focus was to facilitate standards implementation. We are a relatively small district and recognized that some things needed to happen. We realized that. in the process of moving to standards based, that autonomy was looking very good, but as a small district that feeds into one high school--two middle schools and one high school--the people of that secondary level were getting a variety of product coming out of the elementary schools. Consequently, it was really hard to take that group of kids and begin instruction, because they were coming from so many different backgrounds. Take science for instance--the standard was to teach the scientific method and to make sure the kids could apply that scientific method plus the other pieces. We had some kids whose teachers every year had chosen to do plants. As a result, they had no background in a wider

variety. So in our district we said, "Wow, somehow we have to design the standards so there's some vertical and horizontal articulation happening here", so we provided a framework for that articulation. The assessment tests are great, but are broad by design and needed to stay broad, but we needed to define what was going to happen.

So, I was hired along with 8 other people-- 8 other elementary and junior high people--to go in and to make sure that everybody had really honestly been through the standards and understood the verbiage. There were a lot of people who were handed that book who really had never sat down and read the states standards, so when they got their districts standards book they didn't really know what they were being asked to do--let alone how to apply their rubrics to that task, and to make any kind of evaluation.

That's where our group came in. The first thing we did was a needs assessment where we broke it up and we sat down *one on one* with every single teacher in the district. For example, I did all of the fifth grade teachers, plus my building of special ed. support people, and I interviewed 46 people I believe. I tried to decide what their needs were around the whole process --what were they going to need in order to understand and apply it in their classrooms? What kind of support where they going to have to have? This was the first year that we were saying that our benchmark years would be 100% accountable for implementation of all of the five standards. So our fourth and eighth grade teams were going to have to make sure that the kids met standards and that we had documentation for all five standards coming out of this year.

And I think it was good, but the teachers who weren't in benchmark years kind of panicked. It was like, "We don't know what our road map is! How do we know that we're doing what we have to do to make sure the kids are really ready to benchmark out at that fourth grade? Fourth and eighth grade teachers are really panicked that the groundwork would not be there, and that they were going to end up being nothing but assessment specialists, that they weren't really going to have an opportunity to teach if they were to get through all of their assessments. So we went through an articulation process where we sat down first of all with every grade level in a building. We did individuals, then we did grade level, then we did levels where we would put K-1-2-3 and 4 people together, let them interact. And then we did that next step, 5,6,7,8 - and that took a lot of work because we had to

cross buildings to do that. I thought it was a really important part because there hadn't been articulation. After we finished building articulation we did the vertical articulation across the district and began putting building representatives together to talk about how that looks. It's a wonderful process; we actually were very proud of ourselves. We finished that process by January., and by February--March when we actually began looking at implementing those assessments, and having kids prepared, everybody had their assessments in hand. We created a portfolio check-list card for each of the standards and an accountability system. There was a lot of resistance from teachers but we got a lot of work done. By the end of the year the process was complete. Kids had been benchmarked--the other grade levels had portfolio check-lists. They had determined whether students met the standards, and had gone through the whole process of how we were going to be accountable.

On the other hand, the process as I was involved took a toll on my health. I began this process thinking that teaching sixth grade half-time, and doing the staff develop half-time would be a wonderful professional challenge. I thought that the staff development piece would give me an opportunity to use some skills that I always believed that I had but hadn't had an opportunity to utilize. I had taught sixth grade the two years before, and didn't believe that it would be a real big deal to co-teach that with a friend of mine that I had known for a long time. By the end of October I was in serious trouble health wise and ended up with a week stay in the hospital and then actually out of work - out of the classroom for a month. I went back and began the staff development before Christmas break, but I didn't end up back with the kids until the end of Christmas break. I just think I didn't realized the incredible amount of energy it would take to be dedicated to both. I couldn't set the kids aside and only concentrate on what was happening with staff development. So I'd go home with that piece in my mind - sit down at the computer, put together a zillion different ideas and pieces - and who I was working with individually, what kind of small groups I was working with. I was still trying to learn to team with another person who was working with the same group of kids but we had some differences in our approach, some differences in expectations. It was far more difficult than I thought it would be, relinquishing, I guess

for lack of a better term, ownership for the kids in your class. And by the end of the year, if I had one regret, it would be that I didn't feel like the kids had come as far as my kids usually do by the end of the year. It's real hard for me to put that aside and say, "Oh, well". And it did take a tremendous toll, energy wise. I think that I did a good job, probably a better job at the staff development, but I would never split jobs again and try to wear that many hats.

Still, Standards based education changed my view of teaching, learning and assessment. I'm a real supporter of standards based education I believe that it really provides some place to go with the bits and pieces, and I think that's what was missing in education for a really long time. We taught all these skills with no real end in sight. Kids didn't know what the end was, and neither did teachers other than passing a test. And, so that piece I really think is important. I think that freeing things up a little bit for teachers to teach in a more innovative way has been good. Although, I do have some concerns that with the advent of standards based education there are people out there who are throwing the baby out with the bathwater. As a sixth grade teacher, after several years of this process, I do see sixth graders who are coming through *without* some of the skills that they need to have. And I think easier for teachers to have some curriculum to drive them in the early days, to know which skills kids need to have. Experienced teachers were fine but we're getting young adults out of programs now who truly don't have a curriculum in front of them per se in a lot of buildings, under a lot of administrators ; they really don't have a clear cut idea of what kids need to be learning.--the building blocks to the finished product. With standards, it's here's the blueprint; here's what I want it to look like and this is what the end result should be. But I think we've got some people out there who have no idea what to do with the box of bricks.

Let me give you a concrete example of a sixth grade teacher. We were working on a social studies unit and we were talking about the emancipation proclamation. So to the kids - what about that word 'proclamation', what do you think that means? What do you think the base word is? And they said, Baseword, we don't know what you mean. What is that? The base word here is that they claimed something, and it's got a prefix and a suffix. I had huge blocks of kids who didn't have that skill -

had not been through that process. We took the base word 'claim' and they came up with 37 more words using different prefixes and suffixes, and they were thrilled and mind boggled that reclamation came from the same root as proclamation. So, I do worry that we've got kids that might not be getting some basics.

For me though, since Standards Based has changed how I look at teaching and learning, it has also affected what I value and reward in student performance. I used to reward the kid who could get 95 or above on the reading magazine test. In the reading basal system a teacher usually taught a section then tested the skills in that section and moved on to the next one. In the district that I've been in, that was real regimented. We had to turn the results in to the principal who then reviewed those and initialed them and you either got a gold star yourself or you got called in to find out why your kids didn't do "words in context" or whatever that happened to be. We were rewarded for the same thing the kids were rewarded for--how high were your CPBS scores. What did that look like? I think that the shift to Standards-Based really is rewarding kids for their ability to think and to apply. They may not always come up with the right recall answer, but I do think it rewards higher level thinking skills, organizational skills, implementation, and independence that previously was not rewarded.

It does that because teachers are more free to design lessons that teach kids higher level thinking skills, and organizational skills, and it's not just a textbook-driven or workbook-driven program. Because kids are actually asked to create projects, to design--maybe to put together a panel discussion--it's a much higher level project than what they've previously done. I think that kids feel good about that. It is more authentic, to use the current term. In the past I would have only rewarded the correct answer. I have projects now that I don't even grade on the right answer. I grade on "does your process make sense rather than your product look right." I find more and more teachers doing that. More and more teachers designing lessons that are more open-ended and allow for a greater range of success.

One of my pets is special education and I've done inclusion for many, many years. One of my challenges with staff development was to help teachers look at ways to design lessons that allowed for success from kids who were 2 or 3 years below grade level, and at the same time kids who were 2 or 3 kids

above grade level. At 6th grade it's nothing to have a 5 or 6 year academic span in a self-contained classroom. How do you create and assess for that? The old system didn't allow for that much unless you had fifty million reading groups and everybody was in their little Dick, Jane, and Sally mode. I think the assessment piece is really good--how do you assess that; what does that look like?

My observation is that a lot of times you've got a child who can do a low level pass through job where they're told exactly what to do and each product comes out the same. I think I want my kids to be able to stand back, look and say, at an independent level what needs to be done, how do I design a process for getting that done, what should the product look like, and then that political piece of checking in with somebody to say "this is what I'm thinking, do you agree that this is what the product should look like, do you have some input for me about that before I begin my process?" I want my kids to be able to think about it, put together a plan, and make some observations They should know to take it to a boss and check it out, do the politically correct thing and find out if that's the product they are being asked to produce. And I think Standards-Based allows teachers and students the latitude to be able to do that far better than your "right or wrong" approach

Still Standards Based is not time-tested yet. We'll see. And I think like anything else we'll probably come back to a more mid-place. Because my health really suffered in this private process, I'm actually choosing to go to a traditional delivery system building in the fall, and I've had so many people say to me "how are you going to do that? You've been real entrenched in Standards-Based, you were on the cutting edge, how can you go back to a traditional delivery system and do this?" I kind of chuckle and say "It doesn't matter if they are in traditional delivery or not, they still have to meet the State Standards and the district standards." I can do that because I think you can still do those things, making sure that those building blocks are there--I don't think that reading Basals are all bad--I wouldn't want to do a steady diet of it if I can teach those skills and still do novels-based reading or the thinking kind of things - I think that the two can go hand in hand. I do worry that we have the blueprint for the final product, but we need to carefully evaluate the process. We'll probably come back to a middle ground.

STORY L - STATE EDUCATION DIRECTOR

I started off in education in 1968 as a speech language pathologist at Aurora and in the Viet Nam years when you kind of fell into whatever you did, and then ended up at the University of Denver with a Masters in Speech Pathology. I then went back into the schools for one more year in Aurora, and then ended up in private practice in Speech Pathology. For fifteen years of my career I raised little children, and was a Speech Language Pathology Supervisor for Masters Level Speech Pathology students at the University of Denver. So I come out of a strong tradition of speech and language pathology. I was also responsible for the evaluation program within a clinical setting, being real clear about what you want a student to be, having them use that to self-evaluate all the way through - and I love that kind of supervision. That ended in the mid 1980s. So I ended up getting a doctorate at D.U. in school administration in interacting with a whole set of folks in the area of planning and then, my love and my dissertation was in classroom interaction and critical thinking. And my interest is in the Vygotsky-based constructivist approach, and in students directing their own learning.

I was a parent in Littleton, on an accountability committee. About that time, we were moving toward having the accountability system and we were turning in reports on every school on everybody. And I said "who's going to read all that stuff?" The next year I got the job in accountability.
So, I guess my real interest in accountability came from really caring about the student accountability role and being sure we're clear about what we want in the front end of things, and that we design what we do based on that. And I came from a long background and interest in assessment. But it was all because I worked with language learning disabled kids. That's where that started.

I ended up at the Colorado Department of Education. I worked there for about five years but in that transition time, my role came to be where are we going with planning in the department and how do we work better as cross-functional units. And it just kind of happened so that I didn't really work in accountability as much as I worked in the direction we were going and my love of standards and assessments kind of got me into those things.

I became part of the Standards Based Education Project. We were asked to come up with a strategy for making sure that folks in the department could do their work directed toward this goal eventually on that standards-based education. And that was after House Bill 93-1313. It was a natural evolution, so that my role here in the department had ended up being - whatever I do with that project team across units and then it became kind of a natural that when we were going to get the Goals 2000 funds, because that's really what that was about - that if I were interested, that's what I'd do. So the Goals 2000 piece was to get these funds, you need to develop a state plan. Then you would administer sets of dollars and you as a state will determine how you want to use them but they will be directed toward standards-based assessment.

In the history, as House Bill 93-1313 was developed, a whole bunch of people dealt with the educational issues of Colorado. People were watching what was going on in Littleton,, and watching what was going on in Pennsylvania and a few other places. We started off on this whole idea that it was a way of teaching and learning. And we were going to have a certified diploma and a lot of things that there was no common agreement on. So I think seeing the Bill end up being about some of the things where we can reach some common agreement where Colorado has said: *Yes, we agree on being sure that we have a common direction in terms of what we want students to know and be able to do in academics." In fact, we're not going to have the* ***State Way*** *to go but we're going to have a way that you're going to develop because we believe you need to develop it locally. But we're not going to say to you - Go with whatever - we're going to say Yes, do it. And then we're going to have a collaborating kind of state assessment, though we're going to take our time. We're going to build these models together and see where this goes. I think what's on the paper in the Bill.*

Then we started going out talking to people who were rightfully nervous about what this was going to do to their children. We went back to the definition in the Bill and said "Let's look at it, this is what it is. This is what's at the state level. If you decide at the local level that whole language is what you want to get there, then you go ahead." But we're going to be real clear on what we want from students and you're going to have to meet or exceed (it). But, you're going to do it in your way. That says I know about what I am as a Coloradan and what a bunch of other folks are. The Bill helps to articulate that Goal--that there's a lot of freedom at schools and in the communities.

It's been interesting to follow it in legislature and with the government, to watch that balance and how we've gone back and forth. The second year right after this Bill was passed, there was a movement to make standards-based education voluntary. When it came up in committee, the vote not to have that happen was a stronger vote than when the Bill passed initially. I can remember a couple in that room from the area that's closer to Poudre who had basically gone along with us initially but really were not believers at all. They testified a year later "we don't care if it becomes voluntary in our own community now; this has become a way that we want to go." So that kind of momentum is built.

Politically, in terms of who's in charge, there're lots of interesting things. I think one of the pieces that I've been directly related to is that fact that when the Goals 2000 dollars became available, they were administered through the Department of Education, but you were to work cooperatively with the Governor's Office. If you've explored how the Goals 2000 has gone in a variety of states, the Governor has had one view of what should happen, and departments (state Departments of Education) have had another view, and communities another view. Here in Colorado, our Governor and Commissioner of Education decided that they would jointly appoint members- they would not be the Governor's appointees and the Commission's appointees. They decided that the Governor's staff member and I would work jointly to find members of this panel. In Colorado, the Commissioner is under the auspices of our State Board and is the only member on the Governor's staff who is not directly under

the Governor, comes in from the outside. They still have plenty of issues to work out, as always happens.

We spent all the early months with this panel trying to meet criteria from the federal level - the state plan according to the federal design. We all learned slowly, and then we finally got in our head that we're not doing what we wanted. Basically, the Panel said to me in about March, "if you want to do this for the feds and make their criteria, go ahead and just do the work. But what we're going to do is something for Colorado." We felt that all along, but we had to be absolutely clear on that, that the Panel didn't care if we couldn't meet anybody's standards at the federal level. We had to be clear on the audience - which was Colorado and not the feds. That came from the Governor, that came from Commissioner.

So we start off with the Governor and Commissioner appointing this panel. And then another key piece is that they literally co-chaired all year. Maybe they didn't run the meetings every time, but they co-owned it all year. And what I have seen - 18 months later - at the press conference when we're finally talking about the final Goals document, is the strength of praise for the joint accomplishment for the Commission by the Governor. When we talked to people in other states, that's relatively unique.

Now, that doesn't mean that all along the way we haven't had a whole set of issues about who's in charge and where we're going. But the members of the panel became enough of a unit that they decided that they only thing they really wanted to do was to help clarify some sense of direction across school-to-career, technology, and higher education, and a whole bunch of good things that are going on. And that we can tie a little better ribbon around it and give it a little better direction. They were willing to do that, so long as it just focused on student achievement. As they did that, and when they got any flack from us about wanting to do something a little different - or from the Governor - the panel began to really own the directions they took. This was not that they just gave some general advice, and then someone else went off and wrote it, but the Commission owned it. Then when we (state Department of Education) took in out to communities, they took it out to communities. And they hosted the events - and local people owned it.

This is Colorado's version of meeting the federal requirement for developing a State plan -- to get federal dollars to do the wonderful work, that's all locally developed, that's going on all around the state. We had to say that over a two-year period, we would develop a state plan. This was is in essence the state plan. Then the Panel said, "No go off and do whatever you need to do to meet the federal requirements. I had to show this plan met all the federal criteria, but that's just the stuff that no one on that Panel cared about.

What the Panel did care about was getting it to a level where there would be real work for informed citizens and educators. The Panel wanted to have something that a Principal could have in his/her hand and that community members could use it as kind of a work book for community change. The Panel agreed to work with us for a little over a year and we just celebrated with the Governor and the

Commissioner at the Governor's mansion in April. And we said thank you, go your way if you like, but if you'll re-up for five years to be the oversight group who will meet a few times and provide the oversight ..... how this is accomplished, we'd like it. All but about 2 or 3 said they were on for the long-haul. And the Governor was at home that night. I mean it was his home. And he was totally relaxed, and we had a conversation about oriental rugs and the weekend he had spent studying those because he needed a new one in the Governor's mansion. It was just classic.

One of the things they're trying out is that you would have kind of parallel entry requirements. You would have the traditional and then you would have performance driven. And they're going to check to see what happens to these kids who are admitted with this other version of how you get into school. Performance. And some of those will be portfolio-based where they will have demonstrated that they have accomplished. At this point in time our content standards are so new that it's not really tied to the content, but they're demonstrating that they have accomplished the content standards rather than using the ACT, SAT and GPA.

I think they're going to track these kids and see if there's any difference in their record of success in school from those who were admitted with the other admission standard.

Some of the schools, right now, in Jefferson County for example, have portfolios that they submit to a committee, similar to how we entered the Doctoral program. That are used for entrance. The problem with that becomes time. And a number of students - they bring a portfolio of their best work that they've completed to a committee and defend that portfolio as their skill level to enter college.

I think there's still a lot of work to be done on students who have trouble reaching standards and a lot of work needs to be done on students who easily reach standards. And we have a reputation as a state for having been more aware of that in our development than other states.

I do think that all around us - I can see it in the way I'm behaving and people all over this place are behaving - that one way we try to face the stuff that's scaring us is to maintain the status quo. While we're looking and if you want to talk about consolidating federal funds, you have to face all those issues of losing our identity... that I had to face when I was in the Speech/Language or that somebody did in the Special Education unit. I mean, the Special Education folks are in a major bind in terms of - well I have a job, but who am I am what do I do now. So, I think in some of that you certainly see the more things change, the more they stay the same – in terms of this need to get things back. And we're not changing our structures readily. We're trying but even these project teams, they're not built into the budgetary structure of our place. At first we tried, because people don't want to give up their funds of course. Now we've kind of accepted that the project teams, maybe they worked that way in your places, the project teams are kind of the idea things that still keep pushing the envelope. But, unless they get buy-in from the functional units to get them to contribute the funds, things aren't really going to go across the organization.

IMPLICATIONS FOR LEADERSHIP AND STANDARDS-BASED EDUCATION

What follows is a brief examination of a few of the leadership concepts found in the stories and some of the themes which emerged. This is followed by consideration of some of the comments and themes related to standards-based education and what these administrators understood as standards-based education as well as their hopes for making some of the necessary transitions.

Leadership Themes

Part of understanding leadership is to recognize some of the attributes and varieties of behaviors that are commonly understood as leadership. The following phrases from the stories about leadership are representative of these characteristics.

Ability to shape and affect others' perceptions.

I stated looking around and realized that I was really lonely. I wasn't part of an idealistic group any more that thought they could change the world. So I got really gutsy. I looked rich, but I was really poor, really broke. I always had a belief, in my background somewhere, that I could make a difference and the way I needed to make a difference in education.

Sensitivity to people.

I try to meet people where they're at - County fair, homeowners association, individuals, and trough a newsletter.

Building trust and confidence.

There's a golden rule that I would live by, if you just treat other people the way you want to be treated. If you feel like being treated rudely, then you're going to treat other people rudely, and there isn't going to be a lot of respect. If you're respectful with other folks, and you're honest with other folks, by and large, you'll get that back.

Having a vision.

Catching the vision is an important thing around here, and it's important for our kids. Let me tell you about our kids. What we know about our kids is that if you were to open up their social tool kit, and reach inside, all they have inside is a hammer of anger. They are angry at their parents for getting divorced, or they are angry at the police or any power authority, or they're angry because they stopped being successful at school. They start dressing bizarrely, and their peers don't accept them, and they get awfully bizarre and they start swinging that hammer of anger around at everybody. Then they isolate themselves, and eventually start hitting themselves with that hammer of anger, and it begins to hurt, and then they try to get rid of the hurt by doing drugs and alcohol, and they hang with that crowd. That's the profile of the kid we deal with. So catching the vision is a major, major issue.

Learn to lead without power, to empower people.

My leadership style was nurtured there and I really learned how to lead without power. The curriculum division never had power, and I guess now that makes me unique as a principal, because we had to learn to nurture, to encourage, to be a catalyst and then step back and let the people who were in charge of implementing take credit for the work. That was a way of life. I learned an awful lot of negotiation skills. I believe I've empowered staff and students to carry out changes, and I've done that in several ways.

Leaders appear to have a core set of beliefs by which they operate, and they can be caring, empathetic, humanistic people. Some of the key values portrayed were education, respect for others, and teamwork. Some of the other words and phrases that come out of the stories included:

- Need for information
- Hard work.
- Democratic process.
- To continually learn and grow because change is ongoing.
- To persevere and overcome major challenges in life.
- The need to change injustices and undo wrongs.
- Risk taking.
- Each of the people was considered a leader, because they had made choices (usually difficult at the time) to do something positive in their life.

In one of the stories, there seemed to be a pattern of non-conformity throughout this person's professional career. The leader prided himself in being spontaneous, intuitive and risk-taking. From the beginning of his career, he sought out positions in schools that were out of the mainstream of public education, first in a reform school, than an inner city school, then back to a school in which the kids were considered "rough." When he relocated to a new state, he found a traditional teaching position, but quickly moved through the system (horizontally) to teach in a school in which the principal had a reputation of being a risk-taker and innovator. As he moved up the hierarchy into the central office position, he had established a reputation of being "radical." The challenge of taking on the leadership of a failing alternative high school fit the pattern of working in a school environment which was far from the norm.

Another theme that emerged from the stories was that of exploration. One leader had a huge appetite for knowledge. Learning was the number one priority for himself, his teachers and his students. Tremendous time and energy were spent exploring new ideas and in constantly renewing the vision of "what this school is about." There was a great fearlessness shown by the leader to move into uncharted territory and make discoveries. Although he was willing to take successful ideas form other schools, the school staff was still encouraged to "put their spin on it." He prided himself at being on the cutting edge; of successfully implementing educational theory into practice. Although he had reached a certain measure of success and nationwide acclaim at the time of the interview, he was not content to rest on his laurels, but was continuing to seek out new ideas.

A commitment and passion for the work and for the mission of the school also emerged as a theme. It was obvious from visiting with this leader that talking about his school, his mission and his accomplishments were very important to him. He enjoyed telling his story, and the commitment that he felt toward his staff and school were obvious. He made it clear that what he felt for his work went beyond professional obligations outlined in the contract. Having met all of his initial goals, he was setting new goals. What he had initially thought would be the end of his job (after completing his five year plan for the school) was now viewed as "only the beginning." It was in this school that he could reach out to teachers, parents and students in a way that had direct and meaningful impact on their lives.

One common thread was that all of the leaders interviewed were surprised at their own success. None of them identified themselves as a child prodigy or even as being successful in their early school years. One of the leaders was successful in school, but seemed to dismiss it by saying she was surprised when she was recognized as an academic leader. All of leaders expressed a passion for what they were doing. Another way of saying this is that ordinary people can become leaders.

The stories also indicate the value of being mentored. When one of the principal's showed some interest in leadership, there were people there to help and guide her. Her superintendent and principal planted the seeds and gave her encouragement. She had some years of classroom experience and a directorship with the same school district, and she knew people. She earned respect and gave respect.

Leadership appears in linear and nonlinear organizational models. Linear leadership is based on the machine model of leadership and organization. The basic tenets of linear models are rooted in order, sequence, and solution. As a leader, one is expected to provide solution and direction, when resistance and conflict appear in an organization. Non-linear models include chaos theory, evolutionary order, identity effect, strange attractors, and self fulfilling prophesies. A nonlinear model is necessary to understand an organization's identity and to chart its perception of the itself and the environment. Non-linear models point to a new set of leadership skills needed to release potential for self-organization and possibilities for change.

These themes are helpful in getting a flavor for the characteristics ascribed to persons in leadership positions and these are derived from the writing, discussion, and subsequent analysis of the story. The story leads to understanding of how an experienced person solves a complex problem and how one's own thinking and solution might be similar or different. One goal is to recognize multiple perspectives by which a persons actions are defined as those of a leader.

Making the Transition to a Standards-Based Education System

One of the administrators was a strong proponent of standards-based education because she believes it will help children, teachers and parents be more accountable for education. Standards define what it is that students should know and be able to do. She believes that at some point students will take school work more seriously because instead of the teacher being responsible for students' learning, the students will be accountable for their own learning. She sees it as a team effort—students, teachers and parents all contributing to the child's education.

One administrator explained:

> *I would describe standards-based education by simply saying, what is it that kids are able to do, what does it look like, and what do they have to do to perform so that it's proven they know how to do it? I've always thought that that's what education should be. I think my belief goes back to growing up in a very small school. There were twenty one in my graduating class, but it was an outstanding academic school. The school had competitive track and competitive volleyball for girls thirty years ago. In elementary school I was a lousy student, but by middle school and high school I'd learned how to talk my way through and get a B without too much effort. My English teacher wouldn't tolerate that level of competence. In her class, I always knew what was expected, the tests were never trick questions, and there was always some kind of product. We had class plays where everybody had a part. Everybody had to play in the band and you had to*

perform to get your chair. Once I got first chair in clarinet, I quit and played drums because I didn't have to work as hard and I could still go on all the band trips. I guess standards-based education is just being clear about what it is that you're supposed to learn.

Another administrator focused on some of the fears and challenges for teachers, parents, students, and the organization. For teachers, he felt that a major challenge was how to balance an education which builds resiliency in children with the fear that standards-based education will hold them accountable for things out of their control. If fear reigns, then teachers will become more entrenched in textbook, lecture, testing, instead of opening up their teaching. Similarly, parents of struggling students may become fearful that standards-based education will put additional stress on a child already having trouble in school. As academics is seen as more useful and applied, it will reduce anxieties. For students, the fear is that they won't be able to make the grade or get into college. For administrators, particularly those who have faced many challenges early on in their lives, there is concern for disenfranchised populations and whether more children will struggle instead of fewer, whether drop-out rate will increase or decline. The challenge he suggests is " *to help the 37,000 general education teachers see that this helps kids reach high standards and it's not something different or separate. So that's my challenge."*

Another administrator raised the issue of how standards-based education defines expectations.

I think we have finally begun to understand that we have never really defined for kids what we expect of them, other than doing what the teachers tell them to do. It has always been teacher focused. Even in an integrated, whole language, holistic kind of classroom, I don't think kids really understand, even in a general sense what we expect of them, or why we are doing it, what the overall purpose is. My hope is that is what standards is going to do for us, because it is defined in what kids should know and be able to do. It will be assessed that way, and so they'd better know. I think it will help parents too, I hope it will.

She concludes with the hope that that standards-based education will raise expectations of all — teachers, students, and parents — as people expect more of themselves.

Ultimately, the project hoped to build capacity by providing opportunity for school administrators and education leaders to participate in knowledge construction activities and to see its relationship to evaluation, assessment, and accountability. Stories and cases were written to consider the extent to which participants distinguish between expert from non-expert performance, how experts excel and in which domains, how they perceive meaningful patterns, how fast they are, how deeply or at what principled level they move into problems, how they organize time to solve problems, and self-monitoring skills. The stories themselves provide evidence of some the key issues which already have been and still need to be addressed in the long range goal of improving practice in schools.

APPENDIX A

BACKGROUND OF THE STORY TELLERS

Table 1 presents some background information about the administrators that were selected for participation in the project.

Table 1

Summary of Data About Administrators Selected for Interview

Case	Current Administrative Position	Gender of Administrator	Approximate Number of Years Experience Prior to Administration	Approximate Number of Years Administrative Experience
A	Principal, 9-12	Male	5-8	14 years
B	Principal and Vocational Director	Female	2 years teaching and 7 years as business consultant	22 years
C	County Educator/Agronomist	Male	20	5 years
D	Principal, 3-4	Female	14	3
E	Vice President	Male	5 years as R.A.	22 years
F	Dean	Male	12 years as professor and director of various human service programs.	8 years in current position.
G	State department of education director	Female	staff developer for 10 years;	1 year as administrator.
J	Superintendent	Male	10 years	10 years
K	Staff Developer /Teacher	Female	10 years	1 year
L	State Department Director	Female	8 years	8 years

The small sample provides a brief insight into some of the background experiences of the administrators who shared their stories and the students who did the interviews and crafted the interviews into stories.

Table 2

Elements of the Stories and Cases of Administrative Practice

Case	Professional Biography	Key Values Expressed	Critical Incident
A	Teacher, Central Office Administrator, Principal	Risk-taker and Innovator; Committed to students; Lifelong Learner	Passed over when district selected new assistant superintendent; made a decision to get experience as a principal.
B	Teacher, consultant, administrator	Risk taker, and values relationships	Working with budget and negotiating teacher contract.
C	Farmer, Agronomist, Educator	Working knowledge of product, diversity, sincerity, detachment	Relocation, Legislative action
D	Elem. Teacher, Gifted and Talented Director, Elementary Principal	Longevity, Creative, Committed to students learning	Accountability of students, teachers, parents and administration concerning Standards Based Education.
E	RA, Student Services, VP	Compassion, Sensitivity, and Commitment to Student Life	Importance of Understanding Culture of Institution & Politics
F	Teacher, Professor, Director, Dean	Respect for Authority, Importance of self-knowledge, and Professional Connections	Having to deal with permanent disability of parent and accessing services led to career in human services rehabilitation
G	Special Education Teacher to state Department of Education and Staff Development	Righting Injustice; Do what is right for people; empowerment.	Peer group mistreatment of special education student during school leads to education career.
J	History Teacher, Assistant Superintendent, Superintendent	Make education accessible to all students.	Success in turning around tough situations in schools.
K	Teacher, Staff Developer	Helping students become critical thinkers.	Taking on administrative position to work with teachers on staff development.
L	Parent, Speech Pathologist, State Government Administration	Collaboration, Local Autonomy with State Accountability	Working with Colorado Education Goals Panel

Similarly, Table 2 provides brief summary of some of the biography, key values, and critical incident expressed by the story tellers. These are presented simply to provide some reference to the longer stories which are presented earlier in the text.

Appendix B: Permission Read to Each of the Story Tellers

** The purpose of this interview is to collect information from education leaders in Colorado about their personal biography and professional experiences and to seek some specific stories or incidents related to accountability and Standards-based Education. It is not possible to identify all potential risks in a project, but the researchers have taken reasonable safeguards to minimize any known and potential, but unknown risks. Your name will never be used in this study and from this point on I will simply refer to you by the letter (A). Your participation in this study is voluntary. If you decide to participate, you may withdraw your consent and stop participating at any time without penalty. If this is OK, please signify by saying yes.

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